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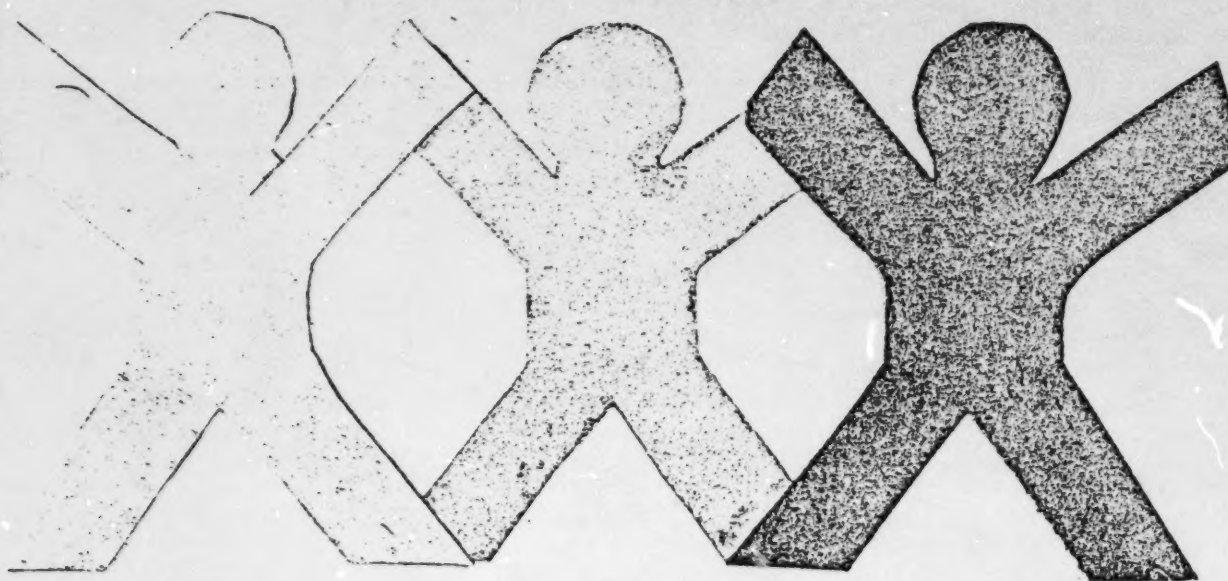
ABSTRACT

Developed by the National Association of State Boards of Education/Louisiana Comprehensive Employment and Training Act (CETA)-Education task force, this position paper describes the potential for CETA/Vocational Education collaboration, particularly CETA-Youth Employment and Demonstration Projects Act (YEDPA)/Vocational Education coordination, in Louisiana. An overview of CETA-Vocational Education progress in the state precedes an outline of the task force meetings which led to recommendations such as the establishment of a CETA-Vocational Education Council to the Board of Elementary and Secondary Education and the development of the background materials. Two extensive appendixes, amounting to approximately four-fifths of the report, contain these informational materials brought together from the relevant state agencies on the four aspects of the CETA and Vocational Education systems which the task force explored: (1) present lines of responsibility, (2) lines of communication, (3) flow charts pertaining to funds, personnel, and program flow, and (4) development of a matrix of communication lines of the various state agencies involved. (YLB)

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CETA/VOCATIONAL EDUCATION COORDINATION IN LOUISIANA

A Special Task Force Progress Report



CETA

COORDINATION

VOCATIONAL
EDUCATION

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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July, 1979

CE 025 405

CETA/Vocational Education Task Force Report Committee:

Mr. Michael B. Moon, Chairman of Task Force Report Committee and
Executive Director of Louisiana Advisory Council on
Vocational Education
Mr. Wallace Guerin, Executive Director, State Employment and
Training Council
Dr. Florent Hardy, Director, Research Coordinating Unit, Division
of Vocational Education, State Department of Education
Mr. Steve Vidrine, Assistant Director, Manpower Services
Bureau-CETA, State Department of Education

CETA/VOCATIONAL
COORDINATION EDUCATION

Prepared by:

Louisiana Task Force Report Committee

Sponsored by:

National Association of State
Boards of Education

July 1979

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U.S. Department of Labor (99-8-1891-33-47).
The opinions expressed should not be construed as representing the
opinions of policy of any agency of the U.S. Government.

PREFACE

The recently passed Comprehensive Employment and Training Act Amendments of 1978 (CETA) emphasize communication between the employment and training community and the education community. The legislation recognizes a great need for the two groups to work toward joint planning and implementation of policies and programs especially in the area of employability, training and employment programs for youth.

Achieving these goals requires a concerted effort on the part of policy makers and program implementors who represent a variety of interest groups. The process of cooperation and change can be lengthy and complex, but can also create dramatic improvements in the preparation of youth and adults for the world of work.

The National Association of State Boards of Education (NASBE), through a contract with the U.S. Department of Labor, has engaged in a project --"Barrier Identification and Strategy Delineation - A Collaborative Approach"-- to improve the effectiveness of CETA/YEDPA through increased collaboration between the education and labor communities. The project sponsored the following interrelated activities;

- (i) worked with three states to address specific issues over which State Boards have jurisdictions and can provide leadership
 - a) academic credit for work experience and transition services - Maryland
 - b) administrative issues of CETA/education cooperation - Minnesota; and
 - c) coordination of education funded programs with CETA - YETP programs - Louisiana
- (ii) developed resource guides in each of the three issues areas to respond to the specific state concerns, and provided assistance to other states working with these issues
- (iii) developed complementary papers on the educational decision - making process and governance structure in the fifty states and the three project states. These are intended to assist education and employment and training staff in determining the governance structure in their state and the particular points where they can influence education decisions related to CETA-youth programs.

(iv) held a series of national meetings on CETA-education coordination including an "Education Roundtable" with the Vice President's Task Force on Youth Employment for representatives from the project states to present their recommendations for changes in youth employment policies.

Two conferences were held in Washington, D.C.: the first one addressed CETA - Education coordination in terms of the CETA Amendments of 1978 while the second focused on specific policy and programmatic concerns related to coordination.

In each of the three project states, a task force was formed. These were comprised of state and local representatives from education and employment and training communities who identified specific problems in the issue area and developed plans to address those problems. This resulted in a resource guide being developed by each state which highlighted their particular concerns and recommended solutions. The Louisiana reports, CETA-Vocational Education Coordination, describes the evolution of CETA-Vocational Education informational advisory council to the State Board of Elementary and Secondary Education which occurred as a result of the NASBE-sponsored task force activities. It also includes detailed information on the CETA and vocational education systems in terms of flow and use of these funds into and within the state. The extensive appendices in these areas would be informative on the use of federal and state CETA and vocational education funds.

The Maryland report, An Analysis of Academic Credit for Work Experience and Transition Services focuses on three aspects of academic credit. These are:

- (i) descriptions of school-related CETA programs and credit awarding mechanisms in the state of Maryland,
- (ii) the problems related to awarding credit, and
- (iii) actions suggested at the state and local level to improve the current situation.

The descriptions and suggested approaches are of interest to local and states policy makers and practitioners.

Planning Together: A Guide for CETA and Education Program Planners, developed by the Minnesota task force, provides guidelines for establishing and administering cooperative youth work-experience programs. The general goal of the handbook is to encourage constructive shared decision-making and to indicate ways to increase the effective use of financial resources. The handbook addresses five aspects of joint planning:

- (i) mutual understanding
- (ii) process to facilitate joint planning
- (iii) time schedules
- (iv) budget, and
- (v) formal agreements

Appendices include information on data forms, coding systems, sample budgets, agreements and worksheets.

Other complementary activities were the development of reports on CETA/education collaboration. Volume I, CETA - Education Collaboration in Three States, focuses on the collaborative activities and the educational governance structures in each of the project states. Organization charts and directories of key contacts in the education/employment and training communities are also included. Volume II, Educational Governance and Youth Employment Issues, outlines the overall education governance structure, delineating organizational relationships and responsibilities at state and local levels. It also contains an analysis of the decision-making structure in the following specific areas on a state-by-state basis: curriculum, guidance and counseling programs, secondary school graduation requirements and education personnel certification standards.

NASBE is grateful to the many members of the task forces in Louisiana, Maryland and Minnesota who contributed their time, information and expertise. Each of the states accepted a very difficult challenge by focussing on an issue area and then developing a publication in that area. Because, of their expertise and demonstrated coordination, we believe that their handbooks will be a value to policy makers and practitioners. The membership of the individual state task force is given in the publications developed by each of the states. The principal contract persons for each state were: Louisiana - James Soileau, Executive Director, Louisiana Board of Elementary and Secondary Education and Michael Moon, Executive Director, Louisiana Vocational Education Advisory Council; Maryland - Richard Deasy, Director, Division of Instruction, Maryland Department of Education, Minnesota - Joyce Walker, Statewide CETA Coordination, Bureau of Economic Security and Joleen Durken, CETA-Education Coordinating Unit, Minnesota Department of Education.

The five reports generated in this project were developed under the guidance of the project director, Anne Radford Court. She was assisted by the research associate, Cathlene Williams. The overall project supervisor was Robert A. Berlam.

Wesley A. Apker
Executive Director
National Association of
State Boards of Education

Dr. Donald J. Ayo
Chairman



Michael B. Moon
Executive Director

State of Louisiana
**STATE ADVISORY COUNCIL FOR
VOCATIONAL EDUCATION**

P. O. Box 44064
Baton Rouge, Louisiana 70804
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July 29, 1979

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State Board of Elementary and
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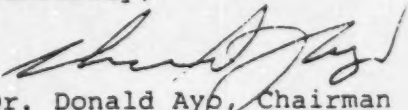
Dear Mr. Watkins:

I am pleased to forward on behalf of the CETA/
Vocational Education Task Force Report Committee,
a very special publication which for the first
time indicates combined information on CETA and
Vocational Education, and progress report to date.

It has been a rewarding experience to bring
together the CETA and Vocational Education community,
and hopefully, this report only marks the beginning
of CETA and Vocational Education coordinating their
efforts.

The Task Force Report Committee is hopeful that
this report is beneficial to the State Board of
Elementary and Secondary Education and others.

Sincerely,


Dr. Donald Ayo, Chairman
State Advisory Council for Vocational
Education

DA:sgs

EDWIN EDWARDS
GOVERNOR



THOMAS M. LOCKWOOD
SECRETARY OF LABOR

LOUISIANA DEPARTMENT OF LABOR

Post Office Box 44094
Baton Rouge, Louisiana 70804

IN REPLY REFER TO:

August 1, 1979

Mr. Louis Watkins, President
Louisiana State Board of Elementary
and Secondary Education
Post Office Box 44064
Baton Rouge, LA 70804

Dear Mr. Watkins:

The Louisiana Department of Labor has enjoyed working on the joint CETA/Vocational Education Task Force Report Committee. This publication is symbolic of cooperation and coordination between the CETA and Vocational Education community. Certainly it is representative of a positive working relationship between State agencies.

The Louisiana Department of Labor looks forward to working together in the future to provide the training and educational services for the people of Louisiana.

Sincerely,

Thos. M. Lockwood
Secretary of Labor

TML:FWG:dj



STATE OF LOUISIANA
DEPARTMENT OF EDUCATION

J. KELLY NIX
State Superintendent

P. O. Box 44064
Baton Rouge, La.
70804

July 31, 1979

Mr. J. Louis Watkins, President
State Board of Elementary and
Secondary Education
Office
First Floor

Dear Mr. Watkins:

The "CETA/Vocational Education Coordination in Louisiana" publication is the product of a coordinated effort of participating agencies to further the cooperation of these two vital skills training programs for Louisiana. The Division of Vocational Education is encouraged with the progress of coordination and desires to continue to strengthen the coordination linkages.

It is the goal of the Division of Vocational Education to continue to cooperate with participating agencies to strengthen the vocational education program opportunities provided to the citizens of Louisiana.

Sincerely,

N. J. Stafford
N. J. Stafford, Jr., Ed.D.
Assistant Superintendent
VOCATIONAL EDUCATION

NJS:FH:b

INTRODUCTION

Once upon a time there were two special children in a community named CETA and Vocational Education. Both of these persons lived in the same community but in different areas of the community. They had heard of each other but really didn't know that much about either one.

One day, a kindly person named Coordination tried to bring CETA and Vocational Education together. Coordination knew both of the children and felt that they would enjoy playing together.

Sure enough, Coordination was right, CETA and Vocational Education were amazed at how much they could share together. They agreed from then on, that they would see each other more often.

CETA and Vocational Education didn't ride away into the sunset, but at last word they were sharing their problems and resolving their differences together.

ACKNOWLEDGEMENT

Special acknowledgement goes to the task force report committee, Mr. Wallace Guerin, Director, State Employment and Training Council, Dr. Florent Hardy, Director, Research Coordinating Unit, Division of Vocational Education, State Department of Education, Mr. Steve Vidrine, Assistant Director, Manpower Services Bureau-CETA, State Department of Education, and Mr. Michael B. Moon, Director, State Advisory Council on Vocational Education. Also, to Mr. James Soileau, Director, State Board of Elementary and Secondary Education, and Mrs. Lois Michelli, Research Assistant, State Board of Elementary and Secondary Education, whose support and consultation helped make this report possible.

Resource material from the Division of Vocational Education, State Employment and Training Council, and State Advisory Council is hereby acknowledged.

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OVERVIEW OF CETA (COMPREHENSIVE EMPLOYMENT TRAINING ACT)/

VOCATIONAL EDUCATION PROGRESS IN LOUISIANA

In January, 1979, of this year, Louisiana was contacted by National Association of State Boards of Education, to participate in a study of CETA/Vocational Education relationships, particularly CETA-YEDPA (Youth Employment Demonstration and Projects Act)/Vocational Education coordination. This special study helped serve as a catalyst to bring closer together the CETA and Vocational Education community in Louisiana.

NASBE had originally invited representatives from the Governor's Office, State Manpower Services Council (now State Employment and Training Council), State Board of Education (State Board of Elementary and Secondary Education in Louisiana), State Department of Education, State School Boards Association, CETA Prime Sponsor, and a Principal to participate as task force members in the study:

Person originally represented were:

Mr. Neil Borel, Governor's Office

Mr. Wallace Guerin, State Manpower Services Council

Mr. Steve Vidrine, State Department of Education

Mr. James Soileau, State Board of Elementary and Secondary
Education

Ms. Lois Michelli, State Board of Elementary and Secondary
Education

Mr. Henry Vandrell, Prime Sponsor, Balance of State

Mr. John Charleville, Principal, Brusly High School

Mr. Mike Moon, Vocational Education Advisory Council

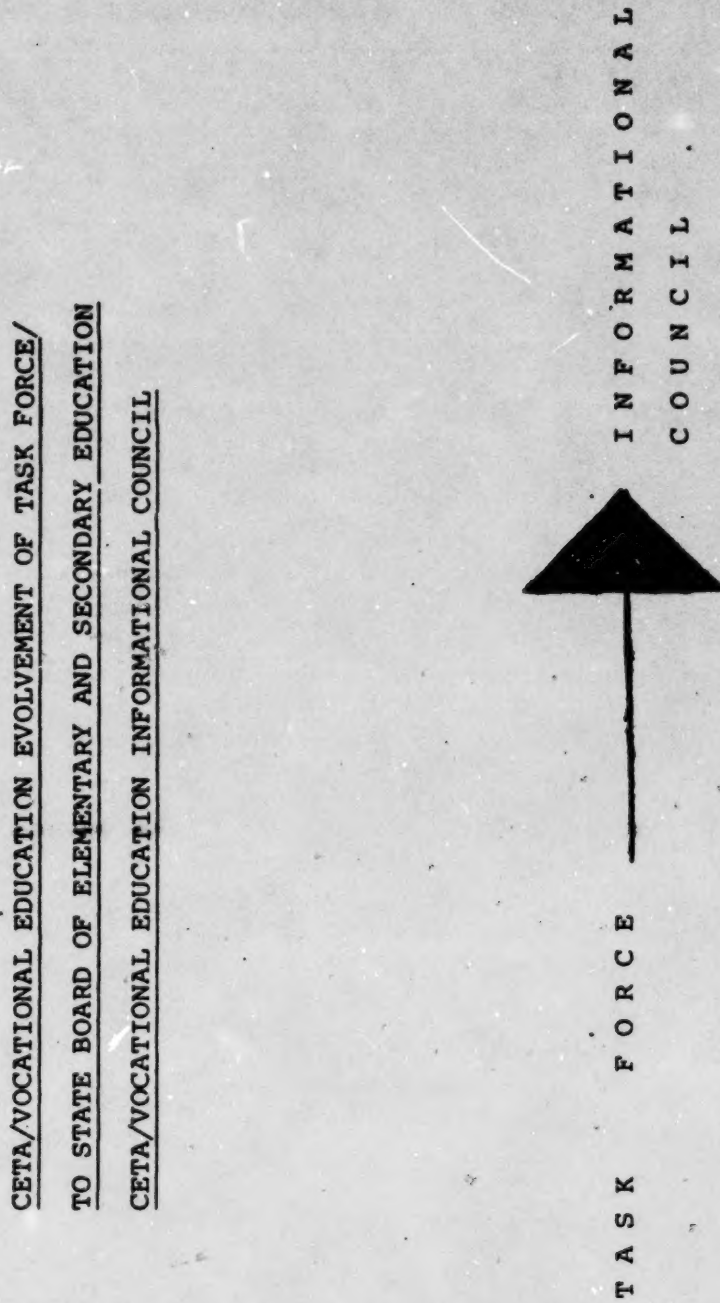
Mr. James Prescott, State School Boards Association

The task force explored several aspects of CETA/Vocational Education coordination including: (i) present lines of responsibility, (ii) lines of communication, (iii) flow charts pertaining to funds, personnel and program flow, and (iv) development of a matrix of communication lines of the various state agencies involved in the CETA/Vocational Education process.

This report outlines the recommendations made by the task force such as establishing a CETA-Vocational Information Advisory Council. It also includes the background material brought together from the relevant state agencies on each of the four aspects indicated. The establishment of a

CETA-Vocational Education Informational Advisory Council to the Board of Elementary and Secondary Education was the culmination of the task force activities. The expectation is that the Council will foster a better coordinated working relationship among the agencies represented on the Council and the Board. The background materials are considered an important step in understanding the present situation of funding and program development and will form the basis for improved coordination and planning. The evolution and membership of the Council is given in Figures 1, 2, and 3. The remainder of this part of the report describes the process of the task force meetings which led to the Council recommendation and development of the background material.

FIGURE 1



- 4 -
FIGURE 2

LOUISIANA CETA/VOCATIONAL EDUCATION INFORMATIONAL
COUNCIL OF THE STATE BOARD OF ELEMENTARY AND
SECONDARY EDUCATION

Honorable Edwin M. Edwards, Governor, State of Louisiana

Mr. J. Louis Watkins, President, State Board of Elementary and Secondary Education

Dr. James Stafford, Assistant Superintendent, Division of Vocational Education, State Department of Education

Ms. Clellan Thomas, CETA Programs, State Department of Education

Mr. Wallace Guerin, Chief, State Employment and Training Council

Mr. James Prescott, Executive Secretary, Louisiana School Boards Association

Mr. Henry Vandrell, Youth Program Supervisor, Office of Employment Security

Mr. John W. Charleville, Building Principal, Brusly High School

Representative, Prime Sponsors, CETA Programs

Mr. Bob Fore, Supervisor, Governor's Special Grants, CETA

Dr. Donald Ayo, Chairman, State Advisory Council for Vocational Education

Dr. Allison Abshire, President, Louisiana Vocational-Technical Directors' Association

Mr. Tom Armatta, Director, CETA Prime Sponsors, Balance of State

Director, SOICC, State Occupational Information Coordinating Committee

FIGURE 3

STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION CETA/
VOCATIONAL EDUCATION INFORMATION ADVISORY COUNCIL

The State Board of Elementary and Secondary Education, as the constituted State Board for Vocational Education in Louisiana, does hereby establish with the following agencies a "CETA/Vocational Education Information Advisory Council", for the purposes of providing information on CETA and Vocational Education, which will provide for a better coordinated working relationship between the represented agencies, and which will assist in better State Planning for the State Board of Elementary and Secondary Education, particularly in regard to P.L. 94-482 the Vocational Education Amendments of 1976, Section 107(5), which required that the State Board in the State Plan for Vocational Education shall, "set out criteria which have been developed for coordinating manpower training programs conducted by prime sponsors established under the Comprehensive Employment and Training Act of 1973 with vocational education programs assisted under this Act and for coordinating such vocational education programs with such manpower training programs".

This agreement pertains to the CETA Legislation, the Comprehensive and Employment Training Act of 1973, P.L. 93-203, as amended, P.L. 95-523 and to the Youth Employment and Demonstrations Projects Act (YEDPA) of 1977, P.L. 95-93, and to the Vocational Education Amendments of 1968, P.L. 90-576, and to the Vocational Education Amendments of 1976, P.L. 94-482.

This CETA/Vocational Education Informational Advisory Council of the State Board of Elementary and Secondary Education does not abrogate any authority by the undersigned agencies herein, but serves as an informational Advisory Council for the State Board of Elementary and Secondary Education for purposes already stated.

Each designated agency will designate a representative to serve, with Advisory Council meetings at least quarterly.

The following designated agencies shall compose the State Board of Elementary and Secondary Education CETA/Vocational Education Informational Advisory Council:

This agreement is made and entered into March, 1979.

LOUISIANA STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

By

J. Louis Watkins, President, State Board of Elementary and Secondary Education

By

Honorable Edwin Edwards, Governor
Governor's Office, P.O. Box 44044, Capitol Station,
Baton Rouge, LA 70804

By

Dr. James Stafford, Assistant Superintendent
Division of Vocational Education, State Department of Education

By

Ms. Clellan Thomas
CETA Programs, State Department of Education

By

Mr. Wallace Guerin, Chief, State Employment

By

Mr. James Prescott, Executive Secretary
Louisiana School Boards Association

By

Mr. Henry Vandrell, Youth Program Supervisor
Office of Employment Security

By

Mr. John W. Charleville, Building Principal, Brusly High School

By

Representative, Prime Sponsors, CETA Programs

By

Mr. Bob Fore, Supervisor, Governor's Special Grants, CETA

By

Dr. Donald Ayo, Chairman
State Advisory Council for Vocational Education

By

Dr. Allison Abshire, President,
Louisiana Vocational-Technical Directors' Association

By

Mr. Tom Annatta, Director, CETA Prime Sponsors, Balance of State

By

Director, SOICC, State Occupational Information Coordinating Comm.

The Collaborative Process

Determining the exact nature of a problem, discussing alternatives for its resolutions and deciding order of priorities are necessary steps for effective decision-making. This part of the report describes these activities for the Louisiana task force.

A. Task Force Meetings

The initial task force meeting focused on the mechanisms for CETA/Education coordination which are currently in place and the problems currently being experienced in CETA/Education cooperative efforts. The following problems were identified:

- 1) Many officials were unsure of whom they should contact within the State Education Agency (SEA) and/or Louisiana Board of Education and Secondary Education (BESE) in this area of CETA and Education/CETA linkages.
- 2) The BESE was concerned about duplication of educational programs which are already in place.
- 3) There was not a clear understanding of the flow of CETA funds to the various agencies.

As a result of this discussion the group made the following recommendations for future study by the Task Force:

- 1) Development of a matrix of state and local public agency responsibility for current money flow/program flow and identification of areas of overlap and gaps in services to CETA target populations.
- 2) Development of effective communication within and between manpower and education agencies by considering establishment of:
 - a) A coordinating unit within the SEA for CETA/YEDPA activities and related activities with the BESE and local school officials.
 - b) A BESE committee on CETA/manpower issues.
 - c) A central state entity to coordinate manpower/education linkage efforts.
 - d) Expanded activities of the State Manpower Services Council to provide information to the education community on CETA programs and offer awareness workshops on the relationship between education and CETA.

The second meeting of the Task Force was on February 20, 1979, with Mr. Wallace Guerin serving as Chairman.

Mr. Vandrell submitted a list of agencies responsible for delivery of CETA services. The Task Force received the document as resource information. Mr. Bob Fore, Louisiana Department of Labor, presented a very effective and informative description of the CETA programs as administered in Louisiana under current and prior federal laws.

The ensuing discussion resulted in identification of a number of problems in the administration of CETA programs:

- 1) Funding: Legal sources of federal funds and their flow-through to the various agencies in the state.
- 2) Liaison: The need for liaison between vocational-technical education and CETA programming in the Department of Education; and the need for liaison officers among the State Department of Education and the Local Education Agencies.
- 3) Cost-Effectiveness: The competition of public and private agencies for CETA funds and the problems in

the vocational-technical educational system in being competitive in a cost-effective way for CETA funds. Information pertaining to funds and flow charts is represented in the two sections of this report dealing directly with CETA and Vocational Education.

It was noted that new CETA regulations will be geared toward meeting needs of even lower level, harder core economically disadvantaged persons. It was agreed that CETA programs, if properly administered, could be an effective alternative education program for the future.

The third meeting of the task force was held on March 15, 1979. Ms. Anne Court, NASBE, distributed a document from the U.S. Department of Health, Education, & Welfare, CETA Coordinating Unit, entitled: Summary of CETA Legislation (October, 1978) by Title (noting major additions). Ms. Court also displayed a document published by the Minnesota Department of Education entitled: Partners: CETA--Education--Youth. The BESE office offered to order copies of the publication for the Task Force Members.

Mr. Neil Borel, representing the Office of the Governor, distributed a chart depicting evolution of the CETA programs and the allocation of CETA dollars among user agencies.

Mr. Michael Moon reported on BESE action relating to creating a "CETA-VOED Informational Council" of the State Board. The proposal for creation of the committee was to be discussed at the March 21 meeting of the State Board Council on Vocational Education. The proposal was presented to the Board for final adoption. The agreement represented for the first time, a formal CETA/Vocational Education coordinating mechanism. Discussion indicated

that a pressing problem at this time is the communication linkage between CETA and Local Education Agencies. It was agreed that more input is needed from the LEA's to the state level, and that the Superintendents' Association and the BESE Superintendents, Advisory Council should be requested to participate in the activities of the CETA-VOED Council of the Board.

It was noted that the Louisiana Department of Labor (CETA) needs someone who can speak to individual parishes from a position of trust. It was suggested that a formal agreement between LEA's and CETA may be an answer. The Board was urged to add representatives of the Secondary Education Division of the State Department of Education to the membership of the new informational council.

Mr. Moon discussed problems in planning for vocational education programs when necessary labor statistics are unavailable. Mr. Soileau suggested that statistics were likewise unavailable for some of the State Department of Education programs. Mr. Guerin commented that when the computerization of data becomes a reality, the problems related to statistical information would be solved. The data are not available, it was said, but are not in a readily usable form. Mr. Guerin agreed to mail to members of the Task Force the latest annual report on CETA programs.

On suggestion of Mr. Soileau it was agreed that the Task Force at its next meeting would discuss statements to be submitted by each member of the Task Force on issues the particular member would like to see solved as a result of the Task Force meetings. The statements should indicate what each agency represented would like to see occur as a result of the CETA programs in Louisiana.

The final official meeting of the task force was held April 2, 1979. Chairman Mr. Guerin at this time requested that the committee members present to the group their feelings as to possible goals and achievements this Council may hope to accomplish.

Mr. Soileau, Director, State Board of Elementary and Secondary Education expressed his feelings that particular responsibilities were:

- . The specific issue area is the relationship between education programs, in particular, Vocational Education, to CETA funded Youth Programs.
- . The chief area as regards the State Board of Elementary and Secondary Education is as a "fact finding and informational body".

Ms. Lois Michelli, State Board of Elementary and Secondary Education expressed the following informational areas this task force could possibly supply:

- . Information to the State Board Members on the CETA program as they affect secondary schools and post-secondary vocational-technical schools, which information should include:
 - . Federal Laws
 - . Federal regulations
 - . Program descriptions
 - . Communication channels (agency and individual)
 - . Funding sources, including a diagram of funding to user agencies
 - . Board policies necessary to implement and monitor programs under its jurisdiction in secondary and post-secondary vocational-technical schools.

The State Advisory Council on Vocational Education expressed

the following goals and expectations of this informational task force:

- . To meet the responsibility of the Federal Law and regulations which provide for coordination between CETA and Vocational Education.
- . To secure better data which will assist in the total planning process.
- . Implementation of the MIS (Management Information System) for Vocational Education in concert with the development of SOICC, which is the State Occupational Informational Coordinating Committee, which is in the process of being implemented.
- . The gathering of Employment Training data from CETA Prime Sponsors, the training offered at the local level, the Prime Sponsor areas and balance of State.
- . Providing linkage for the CETA Youth Programs with educational agencies.
- . Increased communication at the State and Local level.
- . Publications that detail CETA and Vocational Education.
- . Possible workshops on CETA and Vocational Education.

Areas of Concern expressed by the Department of Labor include:

- . Difficulty in implementing a program which begins at mid-year.
- . Principals and supervisors have problems in selecting students to participate in the CETA/Youth Program without appearing biased.
- . Need specific policies to implement CETA/Youth Programs.
- . Need more follow-up from the Division of Vocational Education, possibly in the Manpower Unit to make certain these policies

are being implemented.

Dr. Hardy, Research Coordinating Unit, Division of Vocational Education, presented each attendee with a copy of the "Mini-Plan, 1978-1979, Based on the Louisiana Five-Year State Plan for Vocational Education", which summarizes the annual program plan, identifying the programs funded, and advised that each Council member become familiar with this plan, as an aid in making better recommendations.

Chairman Mr. Guerin, informed the group that he would be obtaining information from the Prime Sponsors on their actual training programs throughout the State. He further stated that the Employment Training Council has plans to establish a computer terminal for each Prime Sponsor whereby he could feed information into this system, i.e. activities of CETA enrollees, types of training of which each student is involved, etc. Each Prime Sponsor would be responsible for his own personal "tracking" system for these activities, and this sponsor would be able to use the system set up for Vocational training to feed all other applicants into the computer bank. This will eliminate duplication of allowances, Unemployment Insurance, welfare allowances, and pinpoint the length of time a person has been in the CETA programs. These plans have been made in cooperation with the Department of Labor and will be of

great assistance to all involved.

It was recommended by Mr. Moon that consideration be given to a possible informational workshop to be held in September on CETA/Vocational Education. This would be done with the State Board approval.

It was recommended by Dr. Florent Hardy, RCU Section Chief, Division of Vocational Education, State Department of Education that he felt one of the greatest needs as far as he is concerned is to set up exacting criteria which the local education agency includes in its local plan for Vocational Education funds on how CETA and Vocational Education have coordinated efforts to prevent duplication. He further stated that the Division of Vocational Education would like something to be included in the local application form that is sent to the parishes annually for the parish to submit to Vocational Education requesting funds, stating they have coordinated efforts with CETA to prevent duplication of efforts, in a format where the local education agency could simply check the areas of compliance, (i.e. - Meeting was held with CETA Representative in this area, etc.) which coverage would include not only the local education agency, but also the Vocational-Technical schools and universities. Dr. Hardy further informed the group that one of the chief problem areas is that Vocational Education is mandated in the Vocational Education Amendments to coordinate with CETA, but CETA Legislation does not mandate coordination

with Vocational Education, and Office of Education requires proof of how this coordination will be accomplished by Vocational Education.

Mr. Ralph Whitehead, Secondary Education, State Department of Education stated that one of his chief areas of concern was in the area of credits for the students, whereby a policy is clearly stated to the local systems to make certain that every facet of the program is laid out properly to insure graduation credit to the students.

Superintendent Braud, Pointe Coupee Parish, and President of the Superintendents' Association, informed the council members that he feels the greatest problem for his parish personnel is lack of coordination between CETA and Vocational Education. He advised the group that a good possible beginning would be to review the Vocational Education and CETA plans and establish a formal mechanism for linking CETA with the parishes.

There was a general agreement that a review of work experience as regards academic credits was needed; that formal mechanism needs to be established to link CETA with the Parishes and Secondary Education in regard to the Youth Program; that there may be a need for State Board of Elementary and Secondary Education policy in regard to eligibility in CETA Youth Programs; and that criteria needs to be developed to show CETA/Vocational Education coordination and how duplication is being avoided.

It was discussed that a representative from Vocational Rehabilitation was needed on the new Informational Council.

B. ADVISORY COUNCIL MEETING

At the first official meeting of the new CETA/Vocational Education Informational Advisory Council, copies of "A Framework for Developing an Occupational Information System" were presented to each attendee and discussed briefly by Dr. Hardy, Section Chief, Research Coordinating Unit, Division of Vocational Education. Dr. Hardy further informed the group of the purposes and functions of the NOICC/SOICC (National/State Occupational Information Coordinating Committee). This will be upon its completion, a formal and standardized system for the collection, analysis, and dissemination of occupational information. Mandated participants under P.L. 94-482 are representatives from the following groups:

1. State Board of Elementary and Secondary Education
2. Vocational Rehabilitation
3. Division of Employment Security
4. State Employment and Training Council

It was noted by Chairman Mr. Wally Guerin that other user agencies and supplier agencies will be added in the future to this list of mandated representatives.

Mr. Moon gave a few brief remarks on the latest (April 3, 1979) CETA Regulations and noted that for the first time an index was prepared by the University of Houston for easy reference.

Chairman Mr. Wally Guerin, presented each person in attendance with a CETA Program Fact Sheet, and a CETA flow chart, along with a FY 1979 CETA Allocation Summary sheet. It was also indicated that the CETA Flow Chart will be part of the final NASBE report by the State of Louisiana. This information is contained in the "CETA" section of this report.

Mr. Moon informed those present that this committee is presently obtaining from the CETA Prime Sponsors, the CETA occupational training programs which will assist Vocational Educators in planning in the local areas as determining what is being offered state-wide, not only in Vocational Education, but in CETA, and other programs as well, apprenticeship, university programs, proprietary schools, etc.

It is generally felt by those involved thus far in the new CETA/Vocational Education coordination in Louisiana, that collaborative efforts have enhanced communication, created a greater awareness, and formalized an exchange of needed information in the CETA/Vocational Education community.

At the present time, due to the CETA/Vocational Education coordinating process now begun, the following subject areas are being developed:

1. REVIEW OF STATE BOARD POLICIES IN REGARD TO ELIGIBILITY REQUIREMENTS IN CETA YOUTH PROGRAMS.
2. CRITERIA FOR COORDINATION OF CETA PROGRAMS WITH VOCATIONAL EDUCATION AT THE LOCAL LEVEL.
3. REVIEW OF WORK EXPERIENCE AND ACADEMIC CREDITS AS REGARDS CETA YOUTH PROGRAMS.
4. SETTING UP FORMAL MECHANISMS TO LINK CETA YOUTH PROGRAMS WITH THE PARISHES.

Summary

The collaborative process in Louisiana, of course, is not complete. The CETA/Vocational Education Informational Advisory Council will continue to meet to address the problems of planning implementing and evaluating programs developed using Vocational Education resources. The Council has already been successful initiating coordinated efforts in the state, and it has provided useful information to both CETA and vocational education leaders to assist them in their efforts.

Appendices A and B contain information that is considered essential background material to shared decision-making and coordinated program implementation. This includes flow charts, funding information and organization charts for vocational education and CETA employability and training programs. This has enabled the Council members to view the state's resources in this area as a whole.

Appendix A

Informational Materials - CETA

CETA IN LOUISIANA: A STATEWIDE COOPERATIVE EFFORT

All anticipated flows of individuals from one program to another and from the ranks of the unemployed to successful placement in unsubsidized employment requires a multiplicity of cooperation and participation of many agencies. This multiplicity has been the hallmark of manpower programs dating back to the early 1960's in Louisiana, and was preeminent during the pre-CETA CAMPS days.

Many individuals require more than vocational training to become employable. To achieve this ultimate goal, the director or supportive services provided by many agencies become apparent and, where utilized, reduce the overall costs of providing such services to an individual.

All state agencies providing manpower and manpower-related services, either independently or as subgrantees or contractors, cooperate with prime sponsors and offer to eligible applicants the use of all available facilities.

All state agencies in the manpower field have membership on the District and State Manpower Planning Councils, and the State Manpower Services Council which are directly involved in all decisions relating to manpower training.

The following list of services is indicative of the variety of services available to the client in need of training and supportive services.

The Louisiana State Department of Education subcontracts for performing Institutional Training statewide. Some additional

classes are provided through vocational-technical facilities which greatly reduce the training cost ratio per enrollee.

Other areas of cooperation exist between the Louisiana State Department of Education's Vocational Rehabilitation Division. Counseling services and specialized placement services are a direct product of the cooperation and coordination of effort by these two agencies. The flow of individuals in need is continuous between these two agencies. The Vocational Rehabilitation Division provides medical, diagnostic and prosthetic services to enable those physically and/or emotionally handicapped to enter training or employment.

The Bureau of Adult and Community Education of the Louisiana State Department of Education provides an academic instructional program which offers adults 16 years of age or older who have less than a secondary school education the opportunity to continue their education to at least the level of completion from secondary school. The inability of many clients to speak, read or write the English language constitutes an obstacle to their ability to apply for, obtain and retain employment. Many pre-CETA courses contained basic education elements but were excluded as not being placement oriented. However, the basic educational skills acquired from these programs improve a client's ability to benefit from occupational training and otherwise increase his opportunities for more productive and profitable employment.

The major health and welfare agency, the Louisiana State Health and Social Rehabilitation Services Administration (LSHSRSA),

provides medical and dental care to clients while in training.

The LSHSRSA's Division of Family Services maintains close cooperation with the Louisiana Office of Employment Security (LOES) in job placement of welfare recipients. In addition, counseling, job development and other services are given to welfare recipients by the LOES through its Work Incentive (WIN) Program.

The Division of Family Services' Blind Services offers a vocational rehabilitation program for blind persons whose legal blindness is established by medical authority irrespective of financial or economic status. Prevocational and evaluation services are offered. Other services include: counseling and guidance; complete medical examinations; necessary prosthetic devices; training for a job in schools, on the job, by tutor or correspondence; maintenance and transportation during rehabilitation; necessary tools, equipment and licenses; placement services; and follow-up to assure the worker and the job are suitably matched. In general, Blind Services provides any goods or services necessary to help a visually handicapped person become employable. This could not be done without the help, services and coordination of other agencies. Even the Vending Stand Program, located in many state and federal agency buildings, is dependent on agency cooperation for success.

The Louisiana State Department of Labor's Apprenticeship Program makes skilled trade apprenticeships available to the underprivileged. Vocational Education facilities are provided for some classroom training, which is part of the program. The LOES provided a subcontract from the the Governor's Special 44 Grant to this agency for additional services in this direction.

The Council on the Aging received a grant from the Governor's 4% Special Grant through LOES to facilitate the active involvement of older persons in areas of concern to them.

The LOES, the prime umbrella agency in Louisiana for the delivery of manpower programs as well as job placement, provides many other services beyond those previously cited. LOES is the prime sponsor for a 55-parish area in Louisiana. It provides selection and referral to the Louisiana State Department of Education's Institutional Training Program; Unemployment Insurance (UI) to eligible clients, and UI verification to prime sponsors; labor market information; and sponsors or subcontracts manpower training programs. LOES also assures Title IV Job Corps referrals and job placement activities statewide among its other manpower activities.

<u>PRIME SPONSORS</u>	<u>DIRECTORS</u>	<u>PHONE</u>
1. Balance of State	John T. Armatta	925-4220
2. Baton Rouge/East		
Baton Rouge	Leo Turner	389-3097
3. Lafayette Parish	Lee Broussard	233-8300
4. Ouachita Parish	Ewell Singleton	388-2083
5. Calcasieu/Jefferson	Lindy Roddy	439-5711
Davis Consortium		
6. New Orleans	Sandra Gunner	486-4850
7. Rapides Parish	Terry Bounds	445-7386
8. Shreveport	Fred Thomas	226-6240
9. Jefferson Parish	Joseph Maggiore	738-1200

"SOME OF THE CETA TRAINING PROGRAMS"

1. Administrative Clerk
2. Air Conditioning and Refrigeration Mechanics Helper
3. Automobile Mechanic Helper
4. Accounting Clerk
5. Bricklayer Helper
6. Carpenter Helper
7. Clerk General
8. Construction Worker II
9. Cook Institution
10. Cook Mess
11. Cook, Short Order
12. Cosmetologist
13. Diesel Mechanic, Farm Helper
14. Diesel Mechanic Helper

CETA Training Programs - Continued

15. Drafter
16. Electrician Helper
17. Farm Equipment Mechanic Helper
18. File Clerk
19. Food Service Worker, Hospital
20. Forest Worker
21. Graphic Arts Technicians
22. Horticultural Worker
23. Key punch Operator
24. Machinist Helper
25. Motorboat Operator
26. Meat Cutter
27. Nurse Aide
28. Nurse Licensed Practical
29. Nursery School Attendant
30. Offset Duplication Machine Operator
31. Offset Press Operator I
32. Outboard Motor Mechanic Helper
33. Parts Clerk
34. Pipe Fitter Helper
35. Plumber Helper
36. Television and Radio Repairer
37. Refrigeration Mechanic Helper
38. Stenographer
39. Appliance Repairer
40. Small Engine Mechanic
41. Truck Driver, Light
42. Truck Driver, Neavy
43. Welder, Helper

GOVERNOR'S STATE EMPLOYMENT AND TRAINING COUNCIL

(Formerly State Manpower Services Council)

In accordance with the requirements of Section 107 of the CETA Act, the Honorable Edwin M. Edwards, Governor of the State of Louisiana, officially established the Governor's State Manpower Services Council in August, 1976, to serve as an advisory and coordinative unit in assisting him to fulfill his responsibilities under CETA and related human service activities conducted within the State. (Refer to Executive Order No. 76-13 in appendix.)

Consistent with CETA Regulations, the Governor's State Employment and training Council was charged with the following responsibilities:

1. To review and monitor all manpower activities within the State including those of Louisiana prime sponsor.
2. Advise and make recommendations concerning manpower needs and activities in Louisiana to the Governor, CETA prime sponsors, and other state manpower agencies and the public.
3. To review and approve prime sponsor and agency plans, modifications and comments.
4. To continuously monitor the operation of programs conducted by CETA prime sponsors within the State.
5. To continuously monitor the availability, responsiveness, adequacy, and effective coordination of state services provided by all manpower related agencies.
6. To review state agency plans for providing services to CETA prime sponsors and to insure against duplication and overlapping between state agency and prime sponsor programs.

7. To make recommendations for effective coordination of all manpower related programs and services within the State.
8. To submit an annual report which shall be a public document to the Governor, CETA prime sponsors, state manpower agencies and to prepare such reports and information as deemed necessary to effectively carry out CETA.
9. To establish statewide manpower objectives, priorities and policies.
10. To provide technical assistance and basic CETA training to all prime sponsors and manpower agencies requesting the need for such services.
11. To insure that each state agency and prime sponsor responsible for manpower related programs will exchange manpower program information and data through the State Manpower Services Council.
12. To advise and assist the Governor in seeking the passage of appropriate manpower legislation and to keep him apprised of any pending manpower legislation and its possible effect on the State of Louisiana.

LOUISIANA STATE EMPLOYMENT AND TRAINING COUNCIL

CHAIRMAN:

Honorable Joseph R. Gerace

Former Secretary of Labor

Louisiana Department of Labor

CHIEF OF MANPOWER SERVICES:

Mr. F. Wallace Guerin

REPRESENTATIVES OF PRIME SPONSORS:

1. Honorable Joseph R. Gerace, Secretary of Labor
Louisiana Department of Labor
2. Honorable Kenneth J. Istre, President
Calcasieu Parish Police Jury
3. Honorable Overton Menard, President
Lafayette Parish Police Jury
4. Mrs. Geraldine Gerami, Secretary/Treasurer
Rapides Parish Police Jury
5. Mr. Wallace Hargon, Parish Manager
Ouachita Parish Police Jury
6. Honorable Douglas A. Allen, Parish President
Jefferson Parish Council
7. Honorable W.W. Dumas, Mayor-President
City-Parish Council of Baton Rouge
8. Honorable Earnest Morial, Mayor
City of New Orleans
9. Honorable L. Calhoun Allen, Mayor
City of Shreveport

REPRESENTATIVES OF AGENCIES, BUSINESS, LABOR, GENERAL PUBLIC,
COMMUNITY-BASED ORGANIZATIONS AND CLIENTS

1. Mr. Thomas M. Lockwood, Secretary of Labor
Louisiana Office of Employment Security
2. Mr. J. Kelly Nix, State Superintendent of Education
Louisiana State Department of Education
3. Mr. Peter D. Mora III, Director of Indian Affairs
Office of Community Affairs
Louisiana Department of Urban and Community Affairs
4. Dr. William A. Cherry, Commissioner
Louisiana Health and Human Resources Administration
5. Mr. Denver T. Loupe, Director
Louisiana Cooperative Extension Service
6. Honorable Gilbert C. Lagasse, Secretary of Commerce
Louisiana Department of Commerce
7. Mr. George Hamner, Director
Louisiana Department of Civil Service
8. Dr. Donald Ayo, Member
Louisiana Advisory Council for Vocational-Technical Education
9. Mr. Donald L. Sullivan, Metropolitan Director
National Alliance of Businessmen
10. Mr. Victor Bussie, President
Louisiana AFL-CIO
11. Mr. Leo J. Martin, Supervisor
Ethyl Corporation, Personnel Relations
12. Mr. Robert Merkel, Associate Executive Director
Louisiana Hospital Association

13. Dr. Jesse N. Stone, President
Southern University
14. Dr. John W. Chisholm, Professor of Economics (Retired)
Louisiana State University
15. Honorable Kenneth F. Bowen, President
Louisiana Municipal Association
16. Honorable Charles M. Moble, Jr., President
Police Jury Association of Louisiana
17. Ms. Ann Davenport
General Public Representative
18. Ms. Annette Cornelius
Client Representative

GOVERNOR'S STATE EMPLOYMENT AND TRAINING
SERVICES COUNCIL STAFF

Unit will review all prime sponsor's plans and agency plans - continuously monitor and evaluate programs for effectiveness - make studies and reports - make annual report to Governor

* Program Review Officer

FIELD SUPERVISOR
CALVIN PARRISH

*PRO JUANITE BUECHE, EAST BATON
ROUGE PARISH BOS DISTRICTS II AND III

*PRO M.G. LORHAND, LAFAYETTE PARISH
AND CALCASIEU CONSORTIU, BOS DISTRICT IV

*PRO MERVIN E. VIDRINE, RAPIDES PARISH
BOS DISTRICT VI PLUS SABINE, NATCHITOCHES,
DESOTO, RED RIVER AND BIENVILLE PARISHES

*PRO BILLY SULLIVAN, CITY OF SHREVEPORT AND
OUACHITA PARISH, BOS DISTRICT VIII PLUS LINCOLN,
CLAIBORNE, WEBSTER, BALANCE OF CADDO AND
BOSSIER PARISHES

*PRO PAUL BROUSSARD, JEFFERSON AND ORLEANS
PARISHES BOS PARISHES OF ST. BERNARD
AND PLAQUEMINES.

GOVERNOR
EDWIN EDWARDS

CHAIRMAN
JOSEPH R. GERACE

CHIEF
F. WALLACE GUERIN

COORDINATOR
GEORGE K. GLASS

STENOGRAPHER II
BONNIE NOBLES

SECRETARY
DIANE WALTERS

STENOGRAPHER III
DEBBIE JOHNSON

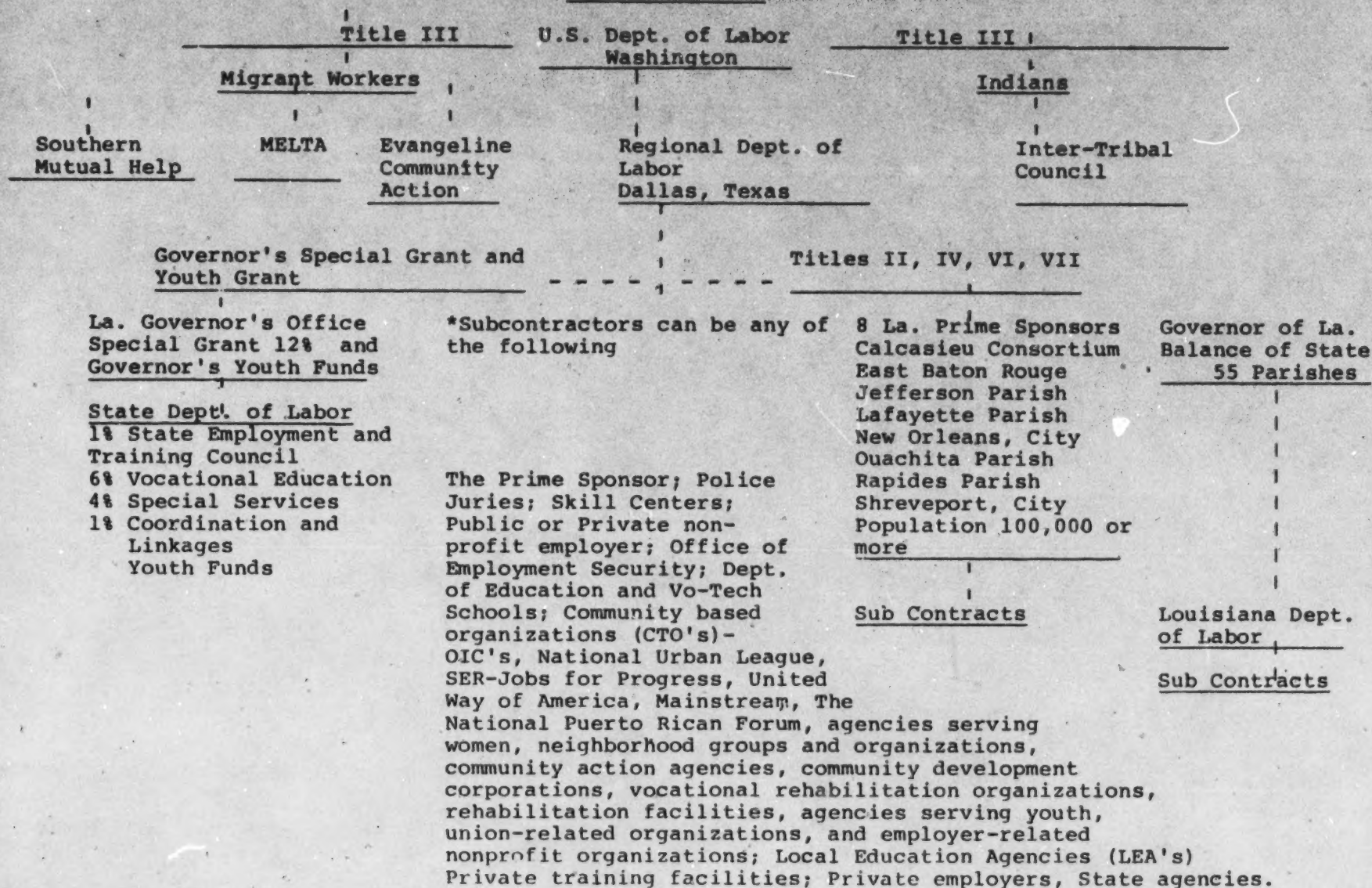
SUPERVISOR OF
EVALUATION AND ANALYSIS
OTIS B. FOLENDORE, JR.

PROGRAM REVIEW OFFICER
GARY P. FOLSE

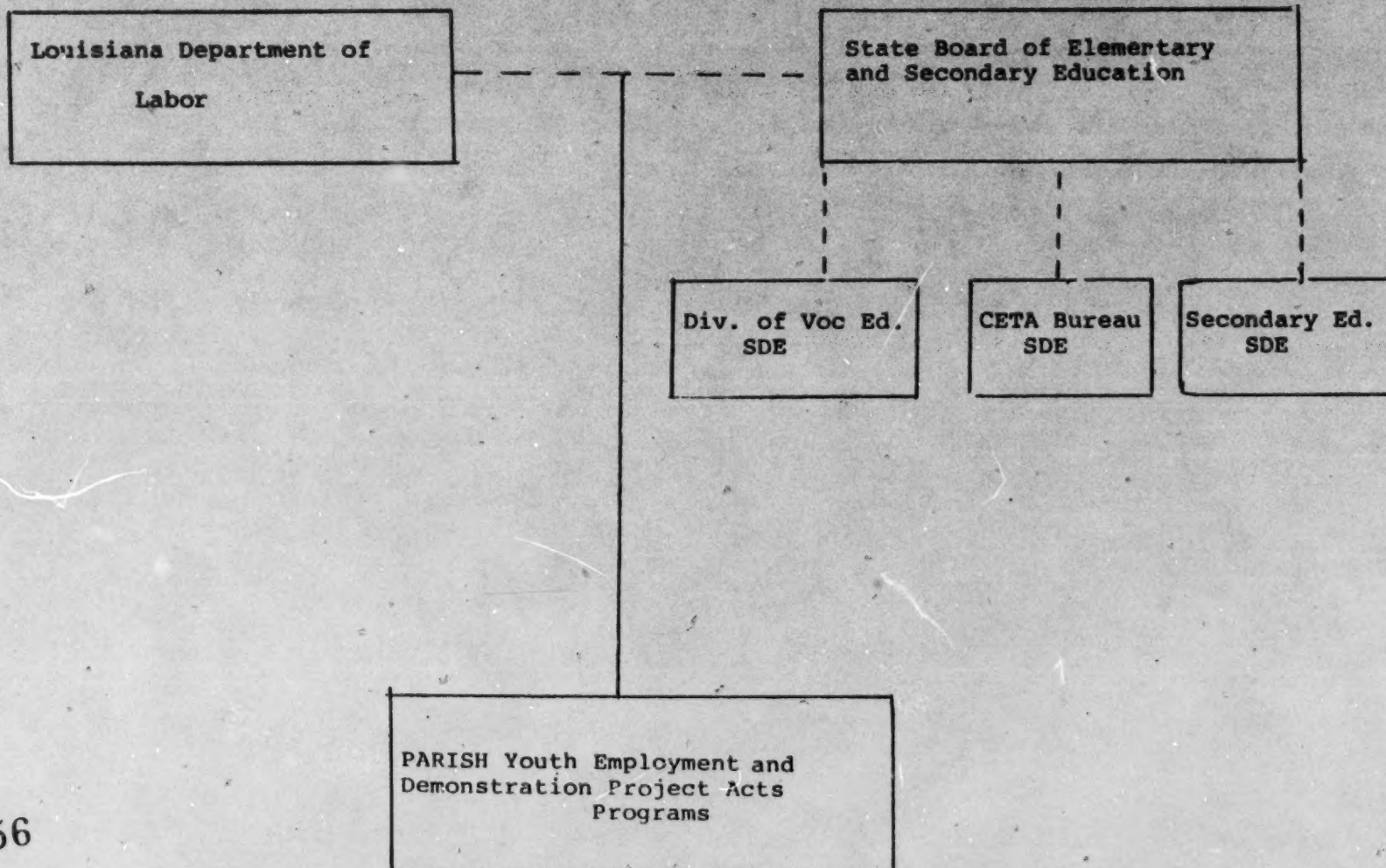
STATE EMPLOYMENT AND TRAINING COUNCIL GRANT (1%)

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CETA FLOW CHART



JOINT CETA/VOC. ED. LIAISON WITH LOCAL EDUCATION AGENCY (LEA - PARISH)



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STATE BOARD FOR VOCATIONAL EDUCATION AND PRIME SPONSOR PLANNING

FOR 6% CETA/VOCATIONAL EDUCATION FUNDS

State Board of Elementary and Secondary Ed.
Joint Planning
Prime Sponsor

6% CETA
Vocational
Education
Funds

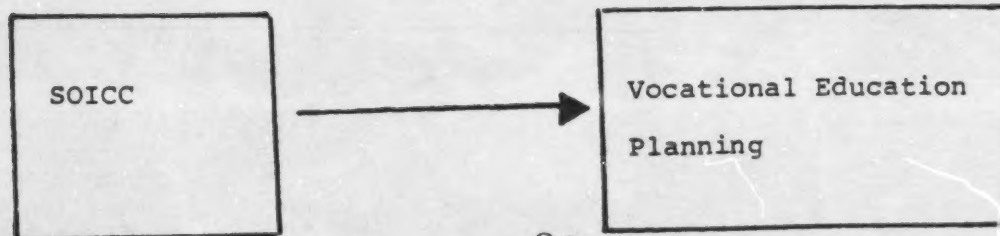
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AGREEMENT

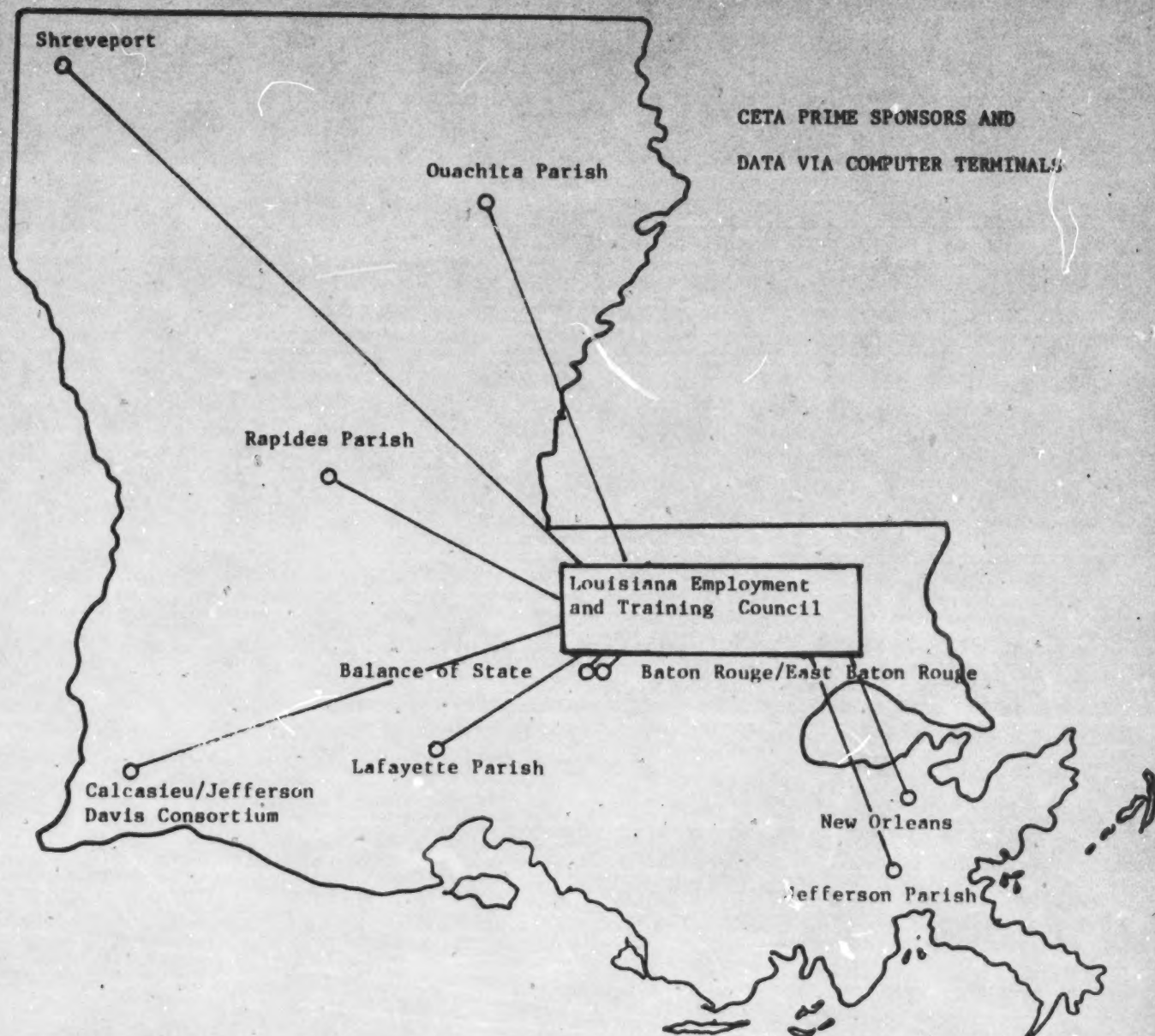
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SOICC AND DATA

STATE OCCUPATIONAL INFORMATIONAL COORDINATING
COMMITTEE

1. EMPLOYMENT SECURITY
2. STATE EMPLOYMENT AND TRAINING COUNCIL
3. VOCATIONAL REHABILITATION
4. STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION





● Prime Sponsor

CETA YOUTH EMPLOYMENT AND TRAINING PROGRAM PLAN

NARRATIVE

A. Objectives and Needs for Assistance

1. Program Purpose: The Prime Sponsor plans to operate an in-school training program which will utilize the facilities and services available to each parish through the local high schools and vocational education centers. This program will attempt to provide motivation for youth age 16-21, who are unemployed or underemployed or who are in-school youth and who are members of families whose total income is at or below 85% of the lower living standard income level, to remain in school and simultaneously be trained in a work field which is compatible with their respective talents. This training will provide the youth with the opportunity for smooth transition from the academic world to the world of work.

To the extent feasible, all participants will receive vocational counseling by the high school counselor who will identify the vocational needs of each student selected. The student will then either be assigned to the local vocational educational center or to the vocational type training available through the local high school. Both the vocational education department and the local school boards will be encouraged to expand vocational training to better meet the needs of the target groups selected for services whenever possible.

2. Analysis of Needs: The inability to find suitable employment still remains the number one problem of the disadvantaged. Many of these individuals are employed part-time or even full time,

but their income is still below the poverty level. The rising cost of the necessities of life (food, clothing, housing, utilities, and transportation) add to the woes of the disadvantaged, especially those who are heads of the large families. The spiralling inflation rate has all but erased the boost in income brought on by the increase in the minimum wage.

In Louisiana, the foremost barrier to suitable employment for the disadvantaged is directly related to educational deficiencies. This barrier is complex in nature and becomes evident either during job application or in performance on the job after employment. Most of the disadvantaged lack even a basic education, which is so essential to finding and remaining on a job. During the 1976-1977 school year, 17,455 individuals dropped out of schools in the state. Most federally sponsored vocational and technical training programs now incorporate basic education courses along with the other skills being taught. Many workers need to be taught new skills because their jobs have been discontinued due to automation or have become obsolete.

The teaching of basic educational subject usually must precede skill training in order for the disadvantaged individuals to properly respond to and fully comprehend the instruction being taught to learn a new skill. The tragic situation is that the necessity for learning the basic academic subjects was quite possibly the reason for the disadvantaged person's becoming a school dropout years before. Relating basic education to the needs of specific skills becomes a motivating factor that was not present at the time the students dropped out of school. It has been learned that it is much easier to teach a student mathematics when he is confronted with the need for calculating, measuring and cutting a specific type of

material in the shop than when the academic subject is presented in an abstract form in a school classroom.

For the disadvantaged job seeker, encountering the educational barrier many times provides the necessary motivating factor for successful participation in a suitable training program. During the fiscal year of 1977 (10/1/76 through 9/30/77) enrollments were approximately 32,456 in the three different CETA grant programs, Title I, II, and VI. During the same period there were approximately 5,789 receiving classroom training, 6,065 receiving on-the-job training, and 22,134 in Public Service Employment.

Data from the Louisiana Office of Employment Security reflect unemployment rates for non-whites projected for FY '79 to range from 16.5% to 27.1% in various youth age categories. As the major proportion of these individuals are economically disadvantaged the Prime Sponsor will enroll no less than 70 percent economically disadvantaged whenever feasible. This percentage may vary from local area to local area, but the overall goal for the Balance of State will be 70%.

It is estimated that there will be 418,800 economically disadvantaged people in the state during fiscal year 1979, of which 222,800 are of minority groups and 196,000 white. Approximately 157,000 individuals over 14 years of age will be receiving some type of welfare payments.

From October 1, 1977 through January 31, 1978, there were 47,567 economically disadvantaged applicants on active file at employment security offices throughout the state.

Based on data from the Louisiana Office of Employment Security some hard to fill job categories are listed as follows:

Professional, Technical and Managerial

Electrical and industrial engineers, educators, social and welfare workers, airplane pilots and navigators.

Clerical and Sales Occupations

Legal and medical secretaries, real estate and other salesmen paid only on commission basis, and telephone operators.

Service Occupations

Waiters and waitresses, chefs and cooks in large hotels and restaurants, kitchen workers, attendants in hospitals and morgues, guards, porters, and cleaners.

Processing Occupations

Some occupations in stone, clay and related products.

Machine Trade

Motorized vehicle and engineering equipment mechanics and repairmen, marine mechanics repairers.

Structural Work Occupations

Transportation equipment assembly, arc welders, flame cutters and arc cutters, assembly, installation and repair of light equipment and building wiring, construction and maintenance painters, carpenters and plumbers.

Miscellaneous Occupations

Truck drivers (inflammable, attendants, refuse and sewage disposers.)

Total employment in Louisiana continued to rise during 1977, averaging 1,459,000. This is an increase of 5.3 percent over the 1976 average of 1,385,000. However, the average unemployment showed an increase of 7.3 percent from 101,000 in 1976 to 109,000 in 1977. Accordingly, the civilian labor force increased from 1,486,000

in 1976 to 1,568,000 in 1977.

3. Population to be Served: The Prime Sponsor has selected only economically disadvantaged individuals to be named as a significant segment requiring special attention. It is felt that this particular group of youth suffer the greatest difficulty when attempting to make the transition from school to work. This group also experiences the greatest number of dropouts from high school.

Youth under CETA Title I activities for the 2nd quarter of FY '78 represent 48 percent of the total number served. This percentage is fairly uniform from quarter to quarter and the Prime Sponsor does not anticipate significant deviation from this percentage. YETP activities compliment and supplement youth activities under Title I. Should the student require any services under the various titles administered by the Prime Sponsor, the student is transferred accordingly.

B. Results and Benefits

The Balance of State Prime Sponsor plans to conduct an in-school program including career employment experience activities and transition services. This program will enroll mostly high school seniors and juniors. Some dropouts, as well as high school graduates, will be enrolled in areas where regular in-school students are not permitted to be enrolled by Local Education Authorities.

1. Participant Goals

A. The YETP Program plans to serve approximately 1,785 youth in an in-school program. The participants will include 1,071 high school seniors and 634 juniors. It is anticipated that 80 high school dropouts, as well as high school graduates, will enroll in vocational school to receive sufficient training to enter private

unsubsidized employment. The high school students will be provided career employment experience. This will encourage these individuals to remain in school where they can receive a high school diploma. Also, job development will be done for graduating seniors so they may be placed in unsubsidized employment. Upon completion of the program, those high school seniors who are participants will be assessed as to those being job-ready and those needing further training. It is estimated that 50 percent of these individuals will be placed in unsubsidized employment. It is anticipated that the remainder will be enrolled in Title I training programs or result in other positive terminations. In addition, all junior students will be carried over into the next school year should funding permit, as well as vocational-technical students who have not completed thier training.

b. Standards for measuring higher quality or career oriented placements will be determined by the skill level attained through the education and training received. Participants will be trained in shortage occupations which will result in higher wages and also have potential for further skill development. It is estimated that 50 to 60 percent of these participants will be placed in career oriented jobs.

c. The involvement of high school seniors and juniors in the in-school work experience and vocational training will motivate these individuals to remain in school. It is estimated that the 428 participants who are not seniors will return to school the next school year.

d. Academic credit will be awarded to all participants in the in-school vocational training program as well as all

vocational-technical training center training.

e. All participants will benefit in some way after participation in the YETP Program. It will allow students to become accustomed to the world of work responsibilities in a "small dose" manner. This part-time type of employment comprising the work experience portion of the Career Employment Experience, as well as intensive vocational training under simulated work conditions in the vocational-technical center allows students with poor work model parents to assimilate conditions in an actual work situation suitable to them. The Prime Sponsor is not able to quantify the subjective benefits accrued; however, the type of placement should provide good indices of the participants worth in the job market as well as indicate a positive measure of success in making the transition from school to work.

2. LEA Goals

a. A total of \$3,074,662 FY '79 funds will be allocated for participant wages and allowances. A total of \$199,806 will be set aside for training supplies and other expenses incidental to the operation of the program. The Prime Sponsor plans on a total enrollment of 1,785 participants resulting in a cost per participant of \$2,237.

The in-school portion of the program will carry over from FY '78. All LEA's are expected to enroll students beginning in either August or September 1978 when the new school year begins. The in-school program will continue through May 1979. In June, 1979 all in-school participants will begin the Summer Work Experience portion of the program which will allow for 11 weeks of work. Most of the job slots will be for 32 hours of work per week, but it is anticipated that some variation will be experienced ranging

from a work week of 20 hours to as high as 40 hours.

Students in Transitional Services will be paid allowances for either three or six hours of Institutional Skills Training per day, depending on the priorities of the Local Education Agency. This program component will operate as a training program for the entire grant year, except in those parishes who will utilize the Summer Work Experience component as a part of their program design.

All participants are expected to receive academic credit for vocational classes in all program components.

At the present time LEA agreements have been signed with the following parishes:

1. Claiborne Parish
2. East Carroll Parish
3. Jackson Parish
4. Terrebonne Parish
5. Iberville Parish
6. East Feliciana Parish
7. West Feliciana Parish
8. St. James Parish
9. St. John the Baptist Parish
10. Allen Parish
11. Washington Parish
12. Lafourche Parish
13. Vermilion Parish
14. Beauregard Parish
15. St. Helena Parish

Many other agreements are in the process of completion at this time. By October 1, 1978 all parish school boards will have been contracted and with the exception of a few, possibly three or four,

LEA agreements of both a financial nature as well as non-financial type will be completed. The Prime Sponsor will expect full enrollment in all participating parishes by the end of the 1st month of the FY '79 grant year.

LEA's are to provide counseling, jobsite certification, participant selection, and vocational training to whatever level is necessary to operate the YETP Program in their area. It is also expected that school counselors will develop Employability Plans for participants to the extent feasible.

3. Institutional Change Goals

There will be no expected restructuring or reclassifying of jobs in the YETP Program during this fiscal year.

In at least one parish when public sector work experience jobs are limited in number, private sector employers will be utilized in an on-the-job work experience to provide sufficient work slots.

Students will have a much easier time when attempting to make career decisions as a result of the availability of counseling services provided within the various school systems as well as the knowledge that career counseling and placement services are readily available from the local Employment Service offices.

The Prime Sponsor feels that sufficient linkage with local community organizations already exist to enable students to find relevant services. All in-school youth in the Prime Sponsor area are exposed to in-class career information during the entire school year. This includes visits from various private sector employers, film strips, slide presentation and labor union representatives.

4. Academic Credits Goals

No academic credit will be given to participants for competencies

gained on the job. It is estimated that all senior students will receive a high school diploma at the end of their senior year. Dropouts who reenter vocational-technical schools will receive academic credit for subjects taken which will count towards fulfilling the requirements for a GED.

5. Knowledge and Development Goals

No activities of this type are planned for FY '79.

C. Approach

1. Program Activities and Services

a. Community Resources Inventory

The CRI is attached to and made part of this plan.

The community Resource Inventory was not found to be a useful tool during FY '78 as local inventories are found at all Community Based Organizations, Chambers of Commerce, and most public agencies. In addition, all public schools have a local inventory of agencies which provide services to the public.

The community Resource Inventory did not reflect duplication of services to youth to any significant degree. There appears to be a comprehensive coverage of services to youth in all areas based primarily on the degree of proximity to urban centers.

b. Participant Recruitment, Selection, and Assessment

In the Balance of State, the present deliverers of the Work Experience program under Title I will be responsible for final determination as to eligibility of participants and will enroll them into the program. The present deliverers of the Work Experience Program are familiar with all CETA Programs and activities performed by the SESA's. This will enable them to inform participants of all options available to them.

The recruitment and selection of all participants will be performed by the local high school guidance counselors who will determine those most in need of services and refer these individuals for enrollment in the YETP Program, with special emphasis on the economically disadvantaged.

Any overflow of youth in need of training and/or employment will be referred to other or appropriate programs or agencies for service, such as other CETA, Job Corp, SESA's, etc...

LEA In-School Program

The Balance of State plans to conduct "Career Employment Experience" for youth in-school as well as institutional skills training. All training will be classroom type during school and in the summer participants will have full-time training related work.

1. Career Employment Experience

All training under the YETP Program will be conducted in the high schools or vocational education schools in the Balance of State Area. These schools provide more than adequate supervision. Ratio's range from 1-10 to 1-20, depending on type of training. In career employment activities, the different jobsites will be adequately supervised by each job foreman or craftsman assigned. No fourteen-year olds are planned for during this fiscal year. No 10% special program will be funded during this fiscal year. The in-school program will consist of at least four different combinations.

1. Straight vocational training at a Vocational-Technical Center operated by Louisiana Department of Education. No work experience.

2. Combination of Vocational training at a Vocational-Technical Center with work experience in a vocationally linked job

during the summer.

3. Combination of vocational training at a high school coupled with vocationally linked, part-time work experience during school year plus work experience during the summer. Paid for class attendance and work experience.

Our priorities will be to give assistance to 1,785 underprivileged high school graduates, students, and dropouts, 16-21 years of age, who are unemployed or underemployed and who are a member of a family with a total family income at or below 85% of the lower living standard income level, and those who are not going to college. Participants will be selected by the Local Educational Agencies. An employability plan will be made on each individual. The participants will be enrolled in vocational-technical classes for suitable training during the school year. To the extent feasible, participants will be given academic credit for career employment experience. During the summer, in-school participants will be placed in jobs related to their vocational training. Preference will be given to the economically disadvantaged.

c. Subagency Selection Process

Subgrants are to be written with the same subgrantees who are deliverers of service for Title I, II, and VI in the Balance of State area, as well as those school boards who wish to administer their own program. This selection of current deliverers of service is predicated on the performance of these subgrantees in past years.

2. Delivery Agents/Linkages

YETP, YCCIP, SPEDY, Job Corps, and all CETA Title I, II, and VI programs are closely coordinated within the same organizational unit

in the Balance of State Prime Sponsor Agency.

D. The Balance of State Prime Sponsor is an integral part of the Louisiana Department of Labor, Office of Employment Security which functions as the delivery agent for Job Corps. Completers returning from Job Corps are automatically considered for any available suitable slot or job slot under the various CETA Titles as well as receiving the full services of the Office of Employment Security.

E. Management and Administration

1. The organizational structure is the same for all other CETA Programs and may be reviewed in the PSA.

2. Job Corps Agreement - Please refer to the PSA plan for specific information concerning this activity.

3. Monitoring and Evaluation

a. Monitoring visits are carried out on a regular basis to review the performance of the subgrantees and the LEA's. It is planned that each subgrantee will be monitored at no longer than a two month interval. In addition, technical assistance visits will be made on a monthly basis whenever possible. LEA's will contact the LEA on a weekly basis and can quickly identify problem areas and notify the Prime Sponsor staff of these problems. The Prime Sponsor notifies the subgrantee and/or the LEA's of any serious problems in writing requesting corrective action immediately with a return letter indicating action taken. In addition, immediate action is taken when the Prime Sponsor staff finds problems in the field.

There are no current plans to evaluate the over-all program and performance except those indicators found on the Program Planning Summary.

4. Annual Narrative Report

The Prime Sponsor will submit an assessment of its performance during FY '78 after the completion of the grant year.

5. Administrative Controls

Administrative cost will fall at or below the maximum listed in 97.313

6. Property Costs

No item of capital equipment costing more than \$1,000 will be purchased.

F. Special Assurances and Activities

The following assurances and certifications are included by the Prime Sponsor:

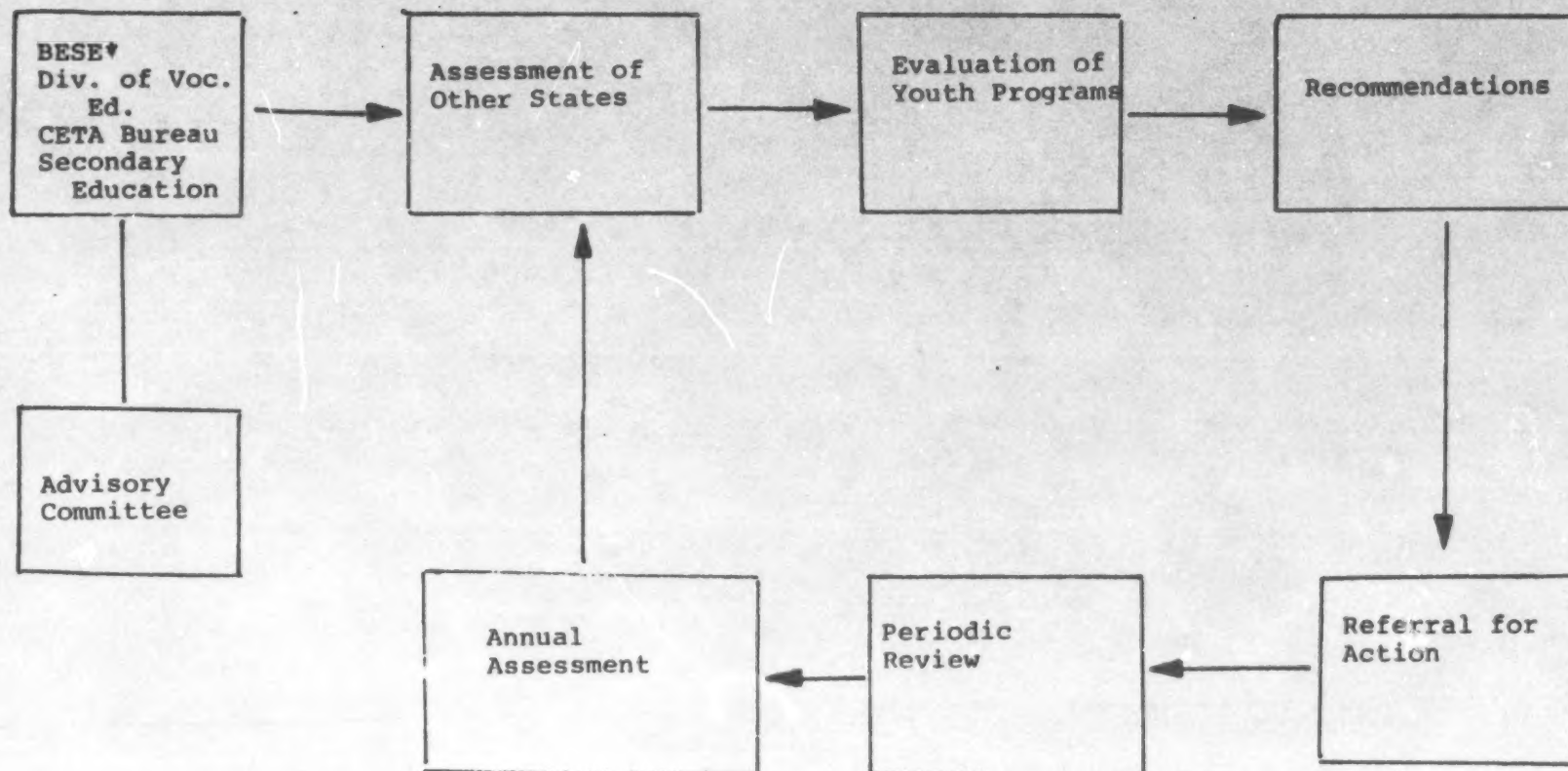
1. Assures that the plan is in compliance with the Prime Sponsor Agreement (PSA), including the assurances and certifications in the PSA.

2. Assures that the plan is in compliance with the Youth Employment and Demonstration Projects Act of 1977 and the regulations of 29 CFR 97.705 - 97.721.

3. Assured compliance with the Hazardous Occupations Orders issued to 29 CFR 570.05 et. seq. with respect to the employment of youths under 18 years of age and the Child Labor Standards of 29 CFR 570.31 et. seq. with respect to the employment of youths aged 14 and 15.

4. Assures that the local labor organizations who represent employees engaged in work similar to that proposed to be performed under this subpart are notified in writing of all wage rate and job classification changes.

CETA YOUTH PROGRAMS AS REGARDS POSSIBLE ACADEMIC CREDITS



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U.S. DEPARTMENT OF LABOR - EMPLOYMENT AND TRAINING ADMINISTRATION
OFFICE OF ADMINISTRATION AND MANAGEMENT
FY 1979 CETA ALLOCATION SUMMARY

	<u>TITLE IIABC</u>	<u>TITLE IID</u>	<u>TITLE VI</u>	<u>YETP</u>	<u>YCCIP</u>
RAPIDES PARISH	\$ 918,730	\$ 1,467,754	\$ 2,159,720	\$ 236,992	\$ 40,618
BATON ROUGE CITY	1,943,773	3,152,966	5,224,109	535,273	103,268
LAFAYETTE PARISH	662,594	913,618	1,352,184	172,327	28,452
CALCASIEU/JEFF DAVIS	1,404,765	2,471,496	3,871,731	392,311	67,821
OUACHITA PARISH	918,122	1,399,821	2,101,313	236,534	42,231
NEW ORLEANS CITY	4,700,654	6,539,887	9,636,716	1,112,793	199,331
JEFFERSON PARISH	2,088,317	3,524,553	6,068,808	603,251	126,361
SHREVEPORT CITY	1,293,088	1,195,766	1,732,399	183,315	51,833
BALANCE OF LOUISIANA	12,749,003	20,948,404	29,986,621	3,478,912	544,469
LOUISIANA	\$26,679,046	\$41,614,265	\$62,133,601	\$6,951,708	\$1,204,384

FY 1979 GOVERNORS GRANTS

	<u>VOC ED</u>	<u>COUNCILS</u>	<u>LINKAGE</u>	<u>ST SVCS</u>	<u>YETP</u>
LOUISIANA	\$1,918,224	\$318,670	\$723,247	\$1,278,816	\$662,069

INNOVATIVE FEATURES OF CETA

CETA has been described as a new approach to the administration of employment and training programs. Although many elements of the Act were extant under earlier legislation, CETA introduces several innovative concepts to employment and training programs. These are as follows:

1. Decentralized Planning and Administration

The principle responsibility for the administration of programs under CETA is decentralized from federal to state and local control under the jurisdiction of elected officials designated as prime sponsors. Although there are special situations, prime sponsors are usually:

- Units of local government such as cities or counties with a population of 100,000 or more
- Combinations of local units, one of which has a population of at least 100,000, called consortia
- Entire states, or
- A state serving the balance of its territory not included in any local prime sponsor's area

These provisions reflect the underlying assumption that local government officials, who are closer and immediately accountable to the people requiring employment and training services, can best plan programs and set priorities in harmony with the needs of their particular areas.

2. Increased Flexibility in the Design of Employment and Training Services

Decategorized funding under CETA encourages localized, flexible

response to current and anticipated employment and training needs. The individual prime sponsor may develop classroom training, on-the-job training, work experience and public service employment programs, together with supportive services that are exactly attuned to CETA participant requirements.

3. Improved Efficiency Through Coordination and Consolidation of All Federal, State and Local Employment and Training Resources

Local program funding is consolidated and coordinated under CETA. Under the previous network of direct Department of Labor contracts with many diverse sponsoring organizations, and without any effective overall management for local areas as a whole, employment and training programs suffered from poor articulation with regard to clients served and employment services provided.

FEDERAL ROLE UNDER CETA

U.S. Department of Labor

Federal responsibilities in the administration of CETA were delineated by Congress in the Act itself and in subsequent legislation. From those laws the U.S. Department of Labor then developed regulations which govern all titles of CETA.

The U.S. Secretary of Labor makes the congressionally appropriated funds available to state and local officials to provide training and job opportunities for the unemployed, underemployed and economically disadvantaged. Allocations of funds are processed by the Department through a system by which grant applications are carefully reviewed and approved upon satisfying all regulations. A role which typifies the intent of CETA

is that by which the U.S. Department of Labor provides management and technical assistance to those obtaining grants to aid them in operating programs effectively to meet local needs.

The U.S. Department of Labor also develops and monitors planning and reporting procedures in order that systematic comparison of effectiveness can be made.

In Louisiana, the Federal representatives make periodic on-site monitoring visits to each prime sponsor program within the state to evaluate actual program operations and to eliminate where possible any abuses or wrongdoing. The Federal monitors work closely with the SMSC monitors usually working as a team so as to prevent duplication of effort and an unnecessary waste of the prime sponsor's time.

The required annual assessment done by the U.S. Department of Labor is the final measure of accountability and compliance with regulations. Any prime sponsor failing this final assessment cannot be refunded for the next fiscal year.

The State Role Under CETA

The state role under CETA is multifaceted, encompassing the functions of program operator, coordinator and evaluator. Governors may review grants under Titles I, II, VI and VIII and provide services to the balance of state areas that do not fall within the jurisdiction of independent prime sponsors. In addition, the following special grants are provided to governors under Title I of the Act:

-- Vocational Education Services Grant

Five percent of Title I funds are allocated for the provision

of vocational training services to prime sponsor areas. Non-financial agreements for the use of these funds are usually negotiated between state vocational education agencies and prime sponsors.

-- State Services Grant

Four percent of Title I funds are provided to improve the operation of state agencies delivering employment and training services and to foster their coordination with local prime sponsors throughout the state. There are also varied optional activities: employment services to rural areas, development of labor market information, technical assistance to prime sponsors and sponsorship of model training and employment programs.

-- State Manpower Services Council Grant

One percent of all Title I funds allocated to a state are available for staff support of the State Employment and Training Services Council in carrying out its responsibilities under the Act.

The Role of Local Governments Under CETA

As prime sponsors, local governmental units have responsibility for the total management of their employment and training programs. Program planning, evaluation and coordination represent central functional elements in the discharge of this management responsibility. Related tasks include the identification of employment and training needs, the design of an organization structure, the preparation and submission of grant applications, and the design of management and performance monitoring information systems.

Each local prime sponsor is required to establish an Employment and Training Planning Council whose membership includes representatives of labor, business, community-based organizations and other appropriate human service agencies. The Council's function is to provide recommendations to the elected official relative to the establishment of local employment and training service priorities. The board based representation of Council members serves to ensure that the needs and interests of the local community are reflected in the prime sponsor's employment and training program plan.

TITLE-BY-TITLE SUMMARY OF THE REAUTHORIZED CETA

The Comprehensive Employment and Training Act Amendments of 1978 approved by the President Oct. 27 (P.L. 95-524), extended public service employment (PSE) and job training and initiated several new program services through FY 1982. By 1979 operating funds were provided by a continuing resolution approved Oct. 18. Following is a title-by-title summary of the reauthorized CETA.

TITLE I - ADMINISTRATIVE PROVISIONS:

General provisions applicable to the act. Authorized programs through FY 1982 except for three youth programs (Part A of Title IV) and the private sector initiatives (Title VII) which are authorized only through FY 1980.

Directs the Secretary of Labor to establish an Office of Management Assistance to provide prime sponsors with management and technical services to help them improve program administration.

Limit participation: (1) No one can be in any CETA program longer than 2-1/2 years in a five-year period; and (2) No one can be in PSE longer than 78 weeks in a five-year period. There also is a waiver for on-board enrollees at the Secretary's discretion if a prime sponsor is having extreme hardship in placing PSE enrollees in unsubsidized jobs, or if the area has 7% of more unemployment.

PSE wages may not exceed \$10,000 per year, adjusted upward by the ratio that local wage rates bear to the national average, but not to exceed 20% of the maximum (no more than \$12,000), with

some exceptions. Further, average wages in each prime sponsor area may not exceed \$7,200, adjusted by the ration that the local wage bears to the national average.

TITLE II - Comprehensive Employment and Training Services:

Training, education, work experience, upgrading, retraining, and other services (Parts A, B, and C), and counterstructural public service employment (Part D) to prepare jobless persons for unsubsidized employment.

Participants in training programs and services (except upgrading and retraining) must have been economically disadvantaged and either unemployed, underemployed, or in school. Participants in PSE must have been economically disadvantaged and unemployed 15 or more weeks or on welfare. PSE must be entry level and combined with training and supportive services, if available. Supplementation of wages under this title is specifically prohibited.

Authorization: Parts A, B, and C, \$2 billion in FY '79 and such sums as may be necessary thereafter; Part D (PSE), \$3 billion in FY '79, and such sums as necessary thereafter, but not more than 60% of the entire title for Part D.

Funds available for FY 1979: Parts A, B, and C, \$1,914,100,000: Part D, \$2,516,930,000.

TITLE III - SPECIAL FEDERAL RESPONSIBILITIES:

Programs for persons who have a particular disadvantage in the labor market, including Native Americans, migrants, and other seasonal farmworkers, the handicapped, women, displaced homemakers, public assistance recipients, and other special target groups.

Authorizes welfare demonstration projects, projects for middle-aged and older workers, and a program for better coordination between prime sponsors and state employment security agencies. Voucher demonstration projects are now mandated.

Authorization: Twenty percent of the total funds for CETA minus Titles II, D and VI.

Funds Available for FY 1979: \$371,732,000

TITLE IV - YOUTH PROGRAMS:

The Job Corps, Summer Youth Programs, and programs enacted in the Youth Employment and Demonstration Projects Act of 1977 (except the Young Adult Conservation Corps which is still Title VIII), namely, Youth Incentive Entitlement Pilot Projects, Youth Community Conservation and Improvement Projects, and Youth Employment and Training Programs. The Job Corps and Summer Youth Program are authorized for 4 years, and the 3 new youth program for 2 years.

Authorization: \$2.25 billion in FY '79; \$2.4 billion in FY '80; open-ended authorization in FY '81 and '82 for Job Corps and the Summer Youth Program.

Funds Available for FY 1979: \$1,750,196,000.

TITLE VI - NATIONAL COMMISSION FOR EMPLOYMENT POLICY:

Renames and reconstitutes the National Commission on Manpower Policy. Cabinet participation on the Commission is reduced.

TITLE VI - COUNTERCYCLICAL PUBLIC SERVICE EMPLOYMENT PROGRAM:

Temporary public service employment opportunities during periods of high unemployment, in sufficient number to employ 20 percent of the unemployed in excess of 4 percent unemployment,

and 25 percent of the excess when national unemployment is 7 percent or higher. Participants must be unemployed at least 10 of the last 12 weeks or on welfare, and from a family whose income does not exceed the BLS living standard budget.

At least 50 percent of the Title VI funds must be used for the employment of persons in projects. These must be limited to 18 months, but can be extended in some circumstances. Persons not employed in projects must be hired at the entry level. Funds are to be distributed to prime sponsors by formula, which for at least 85% of the title's funds is as follows: 50% based on total unemployment in a sponsor's area, 25% on unemployment over 4.5% and 25% on unemployment over 6.5%. Of the title's total funds, 2% must be reserved for programs for Native Americans. Remainder at Secretary's discretion.

Wage supplementation under this title cannot exceed 10% of the total grant to any prime sponsor, except in areas where the average wage is between 125% and 150% of the national average, in which case supplementation may not exceed 20%.

Authorization: Enough funds to support jobs for 20% of the unemployed in excess of 4% except when the national unemployment rate exceeds 7%, jobs are authorized for 25% of the excess.

Funds Available for FY 1979: \$3,474,954,000

TITLE VII - PRIVATE SECTOR OPPORTUNITIES FOR THE ECONOMICALLY DISADVANTAGED:

Authorizes a Private Sector Initiative Program (PSHI) to demonstrate the effectiveness of ways of increasing the involvement

of the business community, including minority and small businesses, in employment and training activities supported by CETA, and increase private sector jobs for the economically disadvantaged.

Provides funds for the establishment of private industry councils (a majority of whose members must be from the business community) which shall participate with prime sponsors in developing opportunities for economically disadvantaged persons in the private sector.

Of the funds appropriated under this title, 95% is to be allocated among prime sponsors, taking into account the factors in the formula for parts A, B, and C of Title II. The remainder of the funds shall be used by the Secretary for distribution to prime sponsors who join together to establish a single private industry council, and to Native American entities. Authorized for 2 years.

Authorization: \$500 million for FY '79; \$525 million for FY '80.

TITLE VIII - YOUNG ADULT CONSERVATION CORPS:

Provides employment and experience in various occupational skills to out-of-school young people from all social and economic back-grounds through work on conservation and other projects on federal and non-federal public lands and waters. Participants may be hired for a maximum of 12 months. Operated under agreement by Department of Labor, Agriculture, and Interior. Authorized for 4 years, through FY 1982.

Authorization: \$350 million for FY '79; \$400 million for FY '80; open-ended for FY '81 and '82.

Funds Available for FY 1979: \$216,900.000.

Timetable for Implementation: (1) Provisions throughout the act aimed at preventing fraud and abuse: as soon as possible. (2) Supplementation, maximum federal wage, and eligibility: within 90 days (by January 25, 1979), and (3) All others: by April 1, 1979.

For Further Information: Office of Information, Employment and Training Administration, U.S. Department of Labor, Room 10410, 610 D. Street, N.W., Washington, D.C. 20213 (Phone 202/376-6905)

APPENDIX A - EVOLUTION OF CETA LAW

PROGRAM TITLES ONLY

Original CETA Law	As Amended, 1974	As Amended, 1977	CETA Reenactment, 1978
Title I - Comprehensive Manpower Services			
Title II - Public Employment Programs			Title II - Comprehensive Employment & Training Services
Title III - Special Federal Responsibilities Part A - Special Target Groups Part B - Research, Training and Evaluation		Part C - Youth Employment and Demonstration Projects	Title III - Special Federal Responsibilities Part A - Special National Programs and Activities Part B - Research, Training and Evaluation
Title IV - Job Corps			Title IV - Youth Programs Part A - Youth Employment & Demonstration Projects Part B - Job Corps Part C* - Summer Youth Program
	Title VI - Emergency Public Service Employment		Title VI - Countercyclical Public Service Employment
			Title VII - Private Sector Opportunities for the Economically Disadvantaged
		Title VIII - Young Adult Conservation Corps	Title VIII - Young Adult Conservation Corps

*Section 304(a) is incorporated as Part C of Title IV.

THE DEPARTMENT OF LABOR ALLOCATED CETA DOLLARS

TO

**PRIME SPONSORS
FOR DELIVERY OF SERVICES
WITHIN THEIR JURISDIC-
TIONAL AREAS (From TITLES
II: IV & VI)**

**GOVERNORS
(From TITLE II)**

**NATIVE AMERICAN
ENTITIES (From
TITLES III; IV
& VI)**

**MIGRANT &
SEASONAL FRAM
WORKER ORGANIZ.
(From TITLES III & IV)**

85% of total funds
allocated for Title II
(A,B,C, & D)
and for Title VI

6% of all funds
available for
Title II (Parts
A,B,& C) for
Supplemental
Vocational Education

No Less than
4.5% of total funds
allocated for Title
II (Parts A, B, &
C)

No Less than 5% of
total funds allocated
for Title II(Parts A,
B, & C)

75% of total funds
allocated for Title IV-A
(subparts 2 and 3)

1% of all funds
available for Title
II (parts A, B, & C)
for support to the
state employment &
training council
Set C)

No less than 2%
of total funds
allocated for
Title II-D

2% of funds available
for Title JV-a
(subpart 2)

Eligible units of
local government
(cities, counties,
or consortia)

1% of all funds
available for
Title II (All Parts)
for coordination and
linkages with
educational agencies
and institutions

2% of funds
available for
Title IV-A
(subpart 2)

2% of funds available
for Title IV-a
(subpart 3)

States (for services
to areas not covered
by other prime
sponsors)

4% of all funds
available for Title
II (parts A,B, & C)
for Governor's
Coordination and
special services

2% of funds
available for
Title IV-A
(subpart 3)

No less than
2% of total
funds
allocated for
Title VI

Rural concentrated
employment programs
(CEPs)
(Limited number of
existing CEPs)

FORMULAS FOR ALLOCATING CETA FUNDS TO SPONSORS

TITLE II (Parts A,B, & C)

85% of total funds for
11-A,B,C, to be distributed
to prime sponsors in each
of the four fiscal years
(FY'79-FY-78)

FOR FY'79

.50% relative funds received in
FY '78
.37-1/2% relative number of
unemployer
.12-1/2% relative number of low-
income adults

FOR FY '80-82

.2/3 of the funds to
sponsors will be allocated
based on the formula shown
for FY'78
.1/3 of the funds allocated
based on relative number
of unemployed persons
residing in Areas of
Substantial Unemployment¹
(ASU) within jurisdiction

TITLE II (PART D)

85% of total funds to be
distributed to prime
sponsors in each of the four
fiscal years
(FY '79-FY-82)

.25% relative number of
unemployed residents
.25% relative number of
unemployed residents in
excess of 4-1/2% unemployment
rate
.25% relative number of
unemployed residents in
ASUs¹
.25% relative number of
low-income adults

SAME FORMULA AS SHOWN FOR
FY '79, HOWEVER NOTE²
CHANGE IN ASU DEFINITION

TITLE VI

85% of total funds to be
distributed to prime
sponsors in each of the
four fiscal years
(FY '79-FY'82)

.50% relative number of
unemployed residents
.25% relative number of
unemployed in ASUs¹
.25% relative number of
unemployed residents in
excess of 4-1/2%

SAME FORMULA AS SHOWN FOR
FY '79, HOWEVER, NOTE²
CHANGE IN ASU DEFINITION

¹ASU refers to areas where the average unemployment rate is at least 6-1/2% for any three consecutive months

²ASU refers to areas which have an average unemployment rate of at least 6-1/2% for the most recent 12 months-

FORMULAS FOR ALLOCATING CETA FUNDS TO SPONSORS

TITLE IV-A (Subpart 2)

FOR FY '79 & FY '80

(YOUTH COMMUNITY CONSERVATION & IMPROVEMENT PROJECTS)

75% of total funds to be distributed
to prime sponsors in FY '79 and FY '80

.All based on relative number of unemployed

TITLE IV-A (Subpart 3)

(YOUTH EMPLOYMENT AND TRAINING PROGRAMS)

75% of total funds to be distributed to
prime sponsors in FY '79 and FY '80

.37-1/2% relative number unemployed
.37-1/2% relative number of unemployed residents in
ASUs²
.25% relative number of low-income adults

¹ASU refers to areas where the average unemployment rate is at least 6-1/2% for any three consecutive months within the most recent 12 month period.

²ASU refers to areas which have an average unemployment rate of at least 6-1/2% for the most recent 12 months.

Appendix B

Informational Materials - Education

STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

The State Board of Elementary and Secondary Education is the State Board for Vocational-Technical Education and has authority under State and Federal Law to submit the State Plan, to allocate Federal funds for and to supervise and control programs therein. Such legal authority is set forth in the 1974 Louisiana Constitution Article VIII. All functions pertaining to decisions for expenditure of funds authorized herein, except for salaries and related expenditures incidental to the operation of the State Department of Education's office staff, shall be made subject to the approval and at the direction of the State Board of Elementary and Secondary Education. Policy-making functions, including appointment of committees, evaluation of projects, and selection of programs to be financed, shall be retained by the State Board of Elementary and Secondary Education.

The State Board shall be responsible for:

- A. Coordination of the development of policy with respect to programs under the Vocational Education Act;
- B. Coordination of the development of the five-year State Plan, the annual program plan, and the accountability report;
- C. The submission to the Commissioner of the five-year State Plan, the annual program plan, and the accountability report;
- D. Consultation with the State Advisory Council on Vocational Education and with other State agencies, councils, and individuals; and
- E. The submission to the Administrator of the National Center for Educational Statistics of the information required for the

national vocational education data reporting and accounting system pursuant to section 161(a) of the Vocational Education Act.

The State Board has the authority, and in accordance with Federal guidelines in the development of the State Plan, to provide for the implementation of the provisions and programs contained in the State Plan.

The State Board delegates its authority for implementation of vocational education programs to the State Superintendent of Education and to the administrative boards of education for vocational-technical centers at the secondary level and comprehensive high schools offering secondary, post-secondary, and adult programs and the operation of college vocational programs funded through Federal Public Law 94-482 to the appropriate Board or Boards. These responsibilities include:

- A. Submittal of plans by each local education agency such as vocational-technical schools, parish boards of education, community colleges, School for the Deaf, School for the Blind, colleges, and other local educational agencies as defined in Federal Public Law 94-482.
- B. Day-to-day operation of various programs are to be carried out by these local education agencies under the supervision and the policies set forth by the State Board of Elementary and Secondary Education.
- C. The State Board shall require that proper financial and statistical records be maintained by the various local educational agencies and that an evaluation of each program (course) must be made by the various local educational agencies

STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

Members

Mr. J. Louis Watkins, President, Houma, Louisiana

Mr. Jesse H. Bankston, Baton Rouge, Louisiana

Mr. Charles A. Castille, Jr., Lafayette, Louisiana

Mr. F.A. Davis, Homer, Louisiana

Bro. Felician Fourrier, S.C., Baton Rouge, Louisiana

Mrs. Georgia White-Hulbert, New Orleans, Louisiana

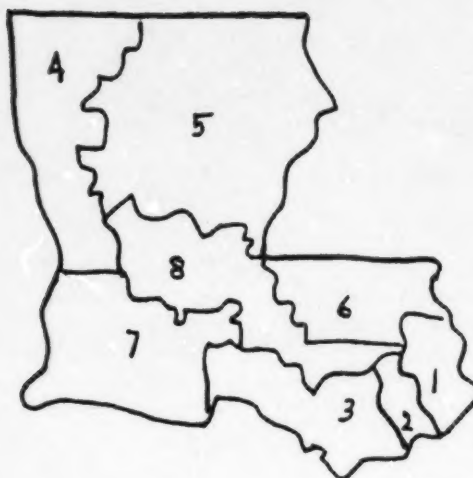
Fr. Patrick J. Hunter, S.C., New Orleans, Louisiana

Dr. Clair Landry, Arabi, Louisiana

Mrs. Helen Reeds, Lake Charles, Louisiana

Mr. A.J. Roy, Marksville, Louisiana

Mrs. Marie Louise Snellings, Monroe, Louisiana



STATE BOARD MEMBERS*

<u>Name of Member</u>	<u>Congressional District Represented</u>
Jesse H. Bankston	6
Charles A. Castille, Jr.	*
F.A. Davis	4
Bro. Felician Fourrier, S.C.	*
Mrs. Georgia Hulbert	*
Patrick J. Hunter, S.D., Vice-President	2
Dr. Claire Landry	1
Mrs. Helen Reeds	7
A.J. Roy	8
Mrs. Marie Louise Snellings, Secretary	5
J. Louis Watkins, President	3

*Member At Large

State Board of Elementary and Secondary Education
P.O. Box 44064
Baton Rouge, Louisiana 70804
504/342-5840

State Board of Elementary and Secondary Education
(and Vocational Education)

STATE SUPERINTENDENT OF EDUCATION

DEPUTY SUPERINTENDENT

- Executive Staff
- Public Information

MANAGEMENT AND FINANCE

- Auditing
- Budgeting
- Accounting
- State Financing of Schools
- Purchasing and Stock Control
- Personnel and Training
- Operational Support Services
- School Transportation

RESEARCH AND DEVELOPMENT---DESE/SDE

- Liaison
- Educational Research
- Accountability
- Development
- Management Information Systems
- Institutional Research/Data Collection

SPECIAL EDUCATION

- Special Projects
- Pupil Appraisal/Development Programs
- Special Education Programs
- Administrative Support

ACADEMIC PROGRAMS

- Textbooks/Materials for Instruction
- Higher Education/Teacher Certification
- ESEA-Title I
- ESEA-Title IV
- Executive Director/ Instructional Program
- Right to Read/Reading Improvement
- Adult/Community Education
- Elementary Education
- Secondary Education
- Student Services
- Technical Assistance
- Academic Support
- Inservice/Staff and Curriculum Development*

AUXILIARY PROGRAMS---Special Projects

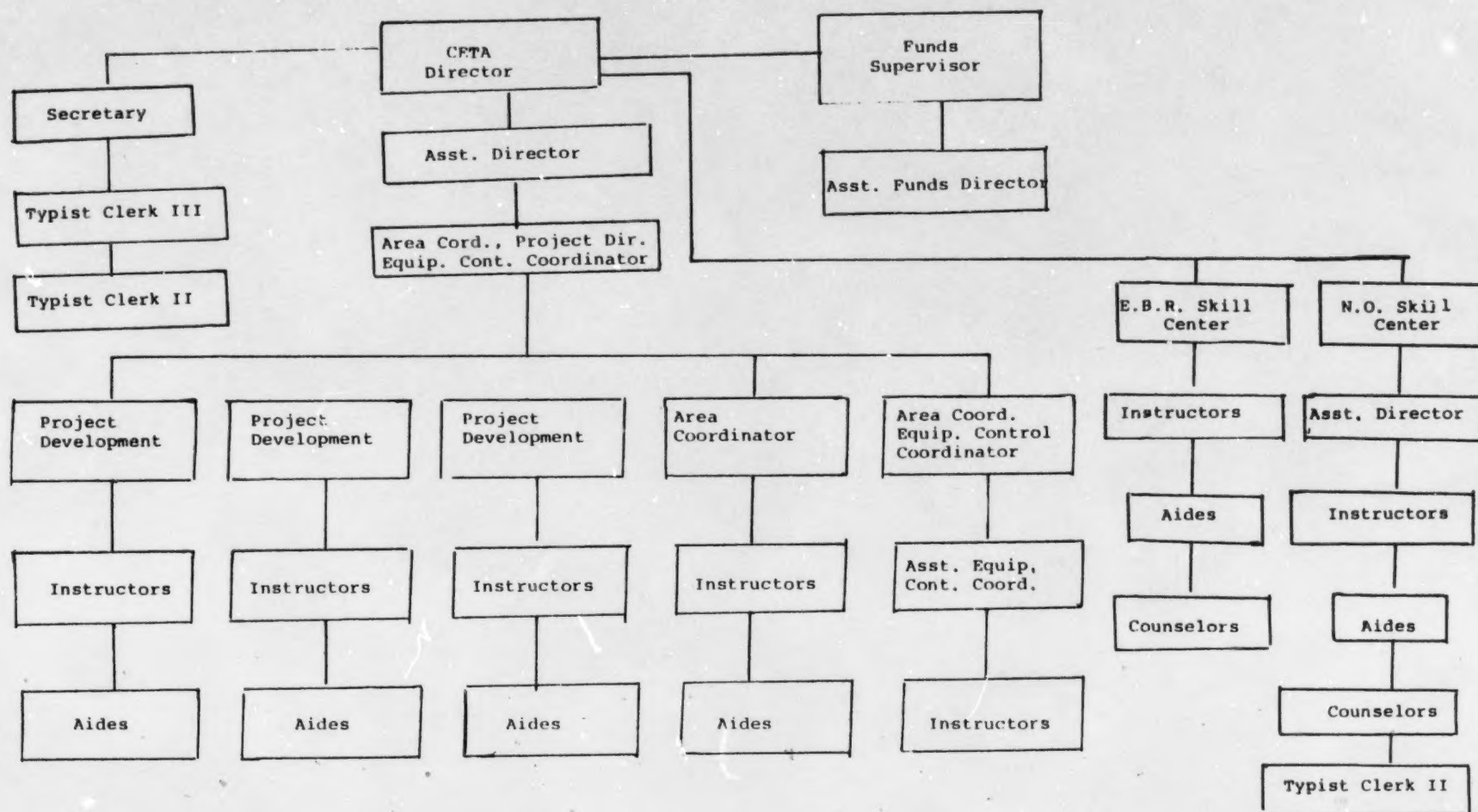
- CETA
- Veterans Education
- Local School Systems Service
- New Orleans Regional Center

VOCATIONAL EDUCATION

- Secondary Occupational Education and Training
- Secondary and Post-secondary Technical and Industrial Education

*ISCD serves as a coordinating bureau for all other units in the Department of Education involved with inservice/staff and development programs
---Indicates a special component (not a Bureau)
—Indicates a Bureau within an Office

STATE DEPARTMENT OF EDUCATION - CETA MANPOWER BUREAU (6% CETA VOC.ED . FUNDS)



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VOCATIONAL EDUCATION

Introduction

Changes in our society and how we make a living have resulted in the emergence of vocational education as an important component of public education throughout the nation and in our State. The nature of society and the characteristics of work have changed and in recent years there has developed the interdependency of work and education. The uneducated person as well as the educated person who has not learned to work will experience difficulty in finding a meaningful place in the world of work. Work affects the social, cultural, civic, and personal relationships of individuals. An occupation sets the standard of living; it influences family relationships, and it affects the economic and social aspects of individual and family living. Education certainly is an important factor in providing solutions to problems in our society. It follows, therefore, that vocational education opportunities must be provided for all persons in Louisiana who have a desire and need for such.

Vocational Education means organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. Vocational Education affords all students an opportunity to develop skills that will enhance their upward mobility in their chosen careers.

DIVISION OF VOCATIONAL EDUCATION

STATE DEPARTMENT OF EDUCATION

ADMINISTRATIVE SERVICES - 2nd Floor - 342-3522

Stafford, N.H., Jr., Assistant Superintendent

Broussard, Merline T., Section Chief

Robinson, Billie, Administrative Aide

Johnson, Samuel M., Supervisor, Vocational Education

Joseph, Joy D., Supervisor, Sex Equity

Williams, Phyllis M., Supervisor, Sex Equity

Ledoux, Clarence E., Supervisor, Program Planning and
Evaluation; Coordinator, V-TECS

RESEARCH COORDINATING UNIT - 2nd Floor -342-3525

Hardy, Florent, Jr., Section Chief

Duell, Norma J., Administrative Specialist

Swayzer, Diane, Administrative Specialist

AGRICULTURE - 3rd Floor - 342-3536

Simmons, J.C. , Section Chief

Sullivan, Russell, Area Supervisor

Miller, Robert Gus, Area Supervisor

FOOD PRESERVATION - 3rd Floor -342-3434

Baker, J. Gordon, Supervisor

BUSINESS AND OFFICE EDUCATION - 3rd Floor - 342-3541

Miley, Huland D., Section Chief

Gaines, Connie M., Supervisor

Newsham, Elizabeth H., Supervisor

DISTRIBUTIVE EDUCATION - 3rd Floor - 342-3445

Ruppert, H.E. Section Chief

Rachal, Ken, Supervisor

HOME ECONOMICS -3rd Floor - 342-3440

Crossno, Virginia, Section Chief

Carpenter, Barbara W., Supervisor

Coenen, Lila C., Supervisor

TRADE AND INDUSTRIAL EDUCATION - 2nd Floor - 342-3530

Buck, Robert R., Director

Crump, Thomas R., Supervisor

Daigle, Edward J., Supervisor

Marchand, Cleveland J., Jr., Education Specialist

Meaux, Wayne W., Supervisor

Penny, Betty H., Supervisor, Health Occupations Education

Roach, Allegra N., Education Specialist

Tuminello, Donnie A., Supervisor

Hebert, Mickey J., Supervisor, Industrial Arts

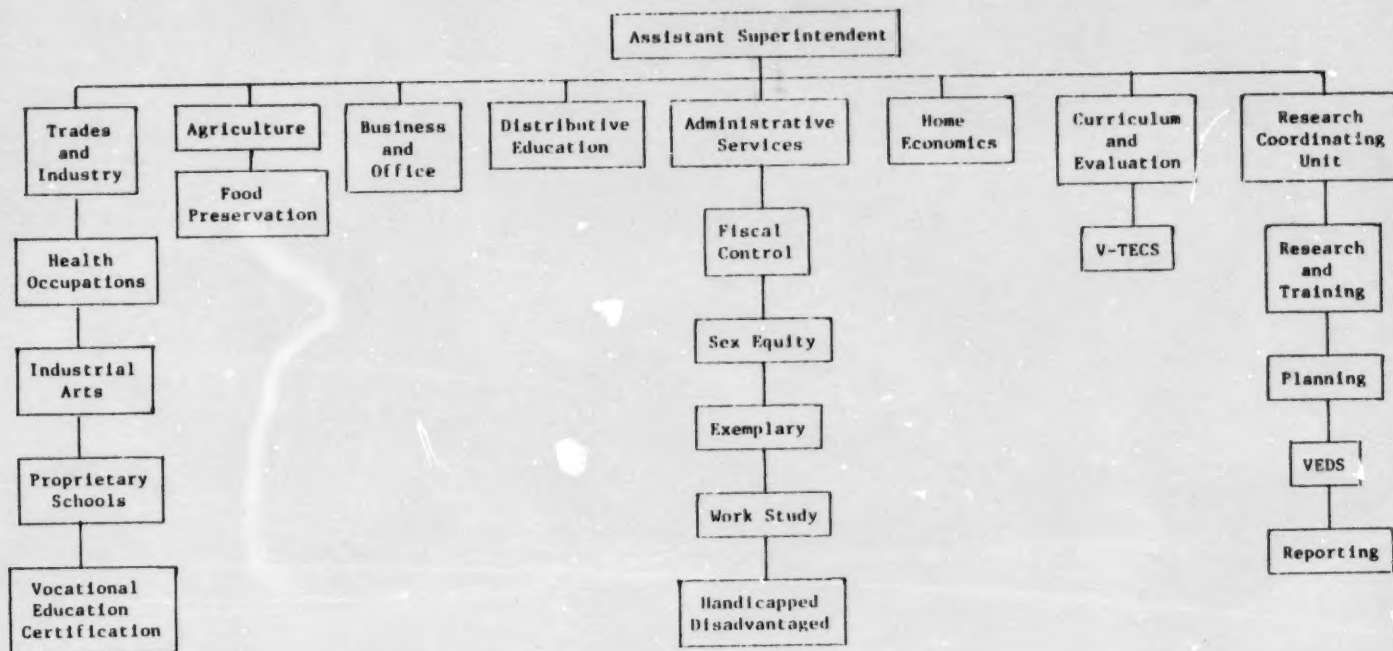
PROPRIETARY SCHOOLS - 2nd Floor -342-3543

Gasperecz, Andrew H., Director

VOCATIONAL GUIDANCE - 7th Floor - 342-3573

Clement, George R., Director

STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION



THE GENERAL FUNCTIONS OF THE DIVISION OF VOCATIONAL
EDUCATION

1. Assist the State Superintendent of Education in promoting, developing, supervising and evaluating the program, which includes the sections of vocational education within the Division.
2. Implement the policies and directives of the State Board of Elementary and Secondary Education in all matters pertaining to vocational education programs.
3. Provide leadership for supervisory personnel in each of the Vocational Education sections.
4. Assume responsibility for the preparation of all annual reports, special reports and data as required by the State Board of Elementary and Secondary Education and the U.S. Commissioner of Education.
5. Serve as agent for the reviewing of applications for Vocational Education programs, preparation of financial statements and statistical records.
6. Develop and supervise all programs of vocational education and administer provisions of the State Plan in accordance with the policies of the State Board of Elementary and Secondary Education.
7. Work closely with policy-research and formulation components of the State Board for Vocational-Technical Education, such as the State Advisory Council; implement policies formulated as a result of the research of these bodies when so directed by the State Board for Vocational-

Technical Education.

8. Administer the vocational education projects and programs according to the law as interpreted.
9. Provide leadership and administrative assistance to the vocational student organizations and serve as the State Advisor in each of the vocational sections.

OBJECTIVES

Vocational-technical education programs shall conform to the following well-established standards and goals to insure that efficient and effective training is provided:

1. Vocational-technical education shall provide adequate and timely instruction in both preparatory and supplemental training which will reflect occupational trends and meet the changing needs of public requirements.
2. Vocational programs, services, and activities shall be supervised and directed by professionally qualified vocational education personnel.
3. Programs shall be implemented only after needs for such training have been established.
4. Instructional and supervisory staffs shall maintain proper coordination with industry and shall accept responsibility for the placement and follow-up of students.
5. The staff serving vocational-technical programs shall include competent support personnel responsible for and capable of insuring a sound program of vocational guidance, counseling and other ancillary services.

6. Instructional facilities and equipment shall be comparable to those used in the occupations for which training is provided.
7. Continual study of vocational education innovations and issues shall be provided as a basis for initiating re-directions, changes, and new approaches to create a bridge between school and earning a living.
8. Curriculum content shall be based on the skills and knowledge required in the occupations and will be developed and conducted in consultation with persons actively engaged in the occupations.
9. Evaluation shall be a vital part of programs, services, and activities to insure that objectives and goals are attained and that weaknesses, strengths, and outstanding features are documented.
10. An active State Advisory Council composed of persons from business, industry, education, management, labor, and other areas as stated in the Act shall function in an advisory capacity to the State Board of Elementary and Secondary Education.
11. There shall be an effective public information program relating to vocational education. Encouragement and involvement of community groups and individuals in the development and relationship of education goals shall be emphasized.
12. Ancillary services relating to teacher education, both preservice and in-service preparation of personnel.

13. Vocational student organizations shall be recognized as an integral part of the instructional program in all areas of vocational education.
14. Each agency or eligible applicant shall have a local advisory council to provide advice on current job needs and the relevancy of courses.
15. Provision for the elimination of sex discrimination and sex bias in vocational education projects, programs, and curriculum shall be made.
16. Provision for special programs for the homemaker to strengthen vocational education has been made.
17. Guidance and counseling services provided for strengthening vocational education instruction will be maintained.
18. Provision for consideration of handicapped in the area of employment opportunities.

STATE PLAN AND ACCOUNTABILITY REPORT ADVISORY COMMITTEE

"The Louisiana State Plan for Vocational Education is developed with the assistance of a State Plan Advisory Committee. Several meetings are held with the final draft submitted by the State Department of Education to the State Board of Elementary and Secondary Education for final approval."

STATE PLAN AND ACCOUNTABILITY REPORT ADVISORY COMMITTEE:

Dr. Henry Smith, Special Education, Office

Mr. Robert Buck, Postsecondary Programs, Office

Dr. Virginia Crossno, Home Economics, Office

Mr. Furman J. Davis, State Board of Trustees, P.O. Box 44307, Baton Rouge, LA 70804

Dr. William Arceneaux, State Board of Regents, Suite 1530, One American Place, Baton Rouge, LA 70825

Executive Secretary, Local School Board's Association, P.O. Drawer 53217, Baton Rouge, LA 70805

Mr. Jim T. Breeding, Louisiana Vocational Association, P.O. Box 5698, Alexandria

Louisiana Association of School Superintendents, Inc., P.O. Drawer 53217, Baton Rouge, LA 70805

Mr. Melvin Meyers, Assistant Secretary, Office of Rehabilitation Services, 1755 Florida Boulevard, Baton Rouge, LA 70804

Mr. Thomas M. Lockwood, Secretary of Labor, 1001 N. 23rd Street, Baton Rouge, LA 70802

State Plan and Accountability Report Advisory Committee - Cont.

Mr. Edward Ackal, Council Chairman, Louisiana Advisory Council for
Vocational-Technical Education, P.O. Box 44064, Capitol Station,
Baton Rouge, LA 70804

Attn: Mr. Donald J. Romero, State Advisory Council for
Vocational-Technical Education, P.O. Box 52117,
Lafayette, LA 70503

Senator Edgar G. Mouton, Jr., Co-Chairman, Committee on Education,
P.O. Drawer "Z", Lafayette, LA 70501

ATTN: Miss Marie Louise Hebert, Committee on Education,
P.O. Box 44183, Baton Rouge, LA 70804

Representative Jimmy Long, Co-Chairman, Committee on Education,
1232 Texas Street, Natchitoches, LA 71457

Senator Don Williamson, Drawer 432, Vivian, LA 71802

Mr. Joe F. Lary, Louisiana Vocational School Directors Association,
Northwest Louisiana Vocational-Technical School, P.O. Box 835,
Minden, LA 71055

Attn: Mr. J.W. Gaspard, Louisiana Vocational School Directors'
Association, P.O. Box 5698, Alexandria, LA 71301

Governor Edwin W. Edwards, State Capitol, 4th Floor, P.O. Box 44004,
Capitol Station, Baton Rouge, LA 70804

Mr. Gordon Flory, AFL-CIO, 420 Government Street, Baton Rouge, LA
70802

Mr. Ed Steimel, Louisiana Association of Business and Industry,
P.O. Box 3988, Baton Rouge, LA 70821

Mr. Edward Stagg, Executive Director, Council for a Better
Louisiana, P.O. Box 2978, Baton Rouge, LA 70821

Attn: Mr. Marvin L. Lyons, Council for a Better Louisiana,
P.O. Box 2978, Baton Rouge, LA 70821

State Plan and Accountability Report Advisory Committee - Cont.

Mr. F. Wallace Guerin, Governor's State Manpower Services Council,

P.O. Box 44094, Baton Rouge, LA 70804

Mr. Thomas M. Tebbe, Louisiana Federation of Vocational-Technical

Teachers, 108 Berkley Drive, New Orleans, LA 70114

Mr. Arthur R. Thiel, Executive Director, Public Affairs Research

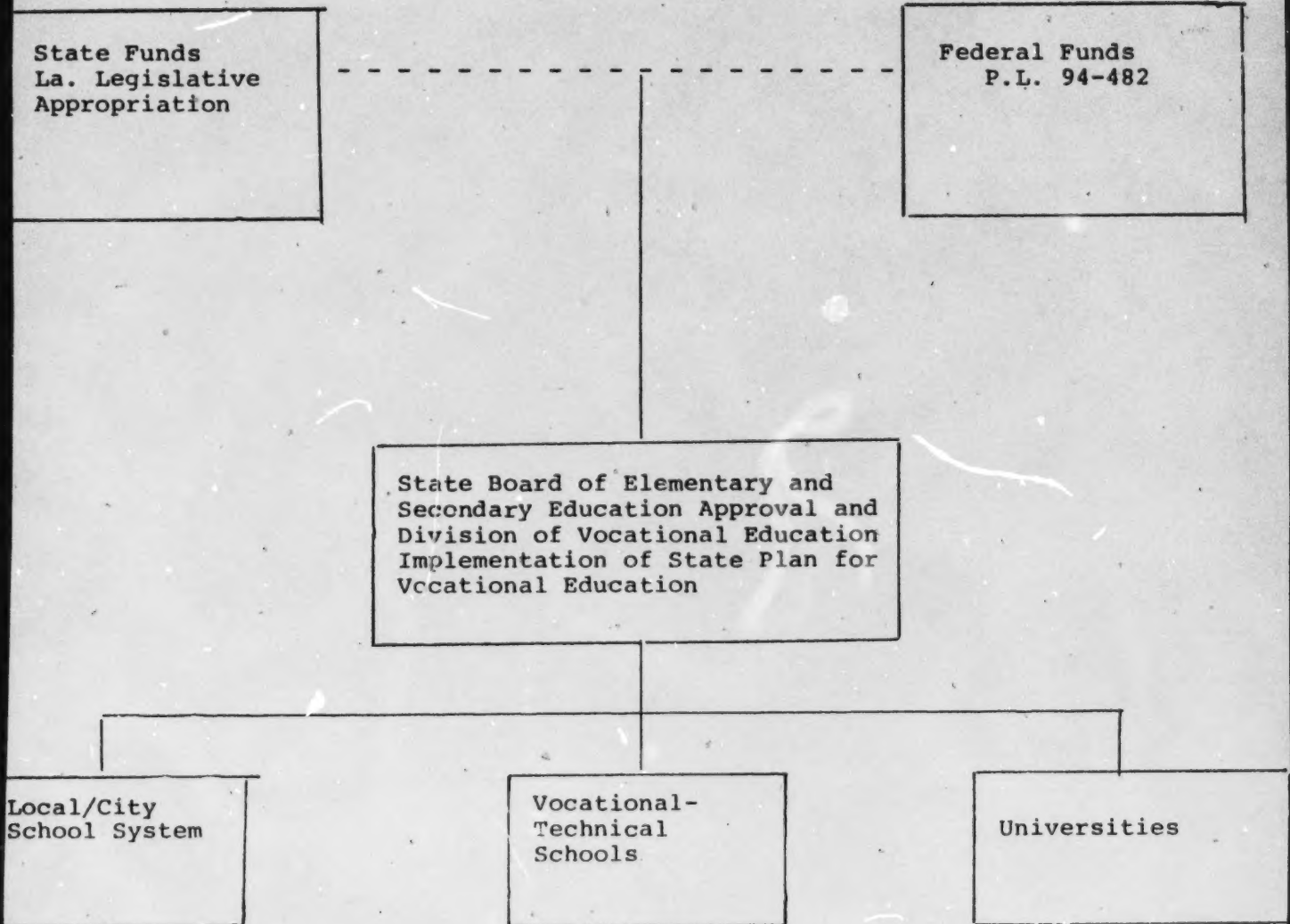
Council of Louisiana, Inc., 300 Louisiana Avenue, Baton Rouge,
LA 70802

Attn: Ms. Emogene Pliner, PAR, P.O. Box 3118, Baton Rouge,

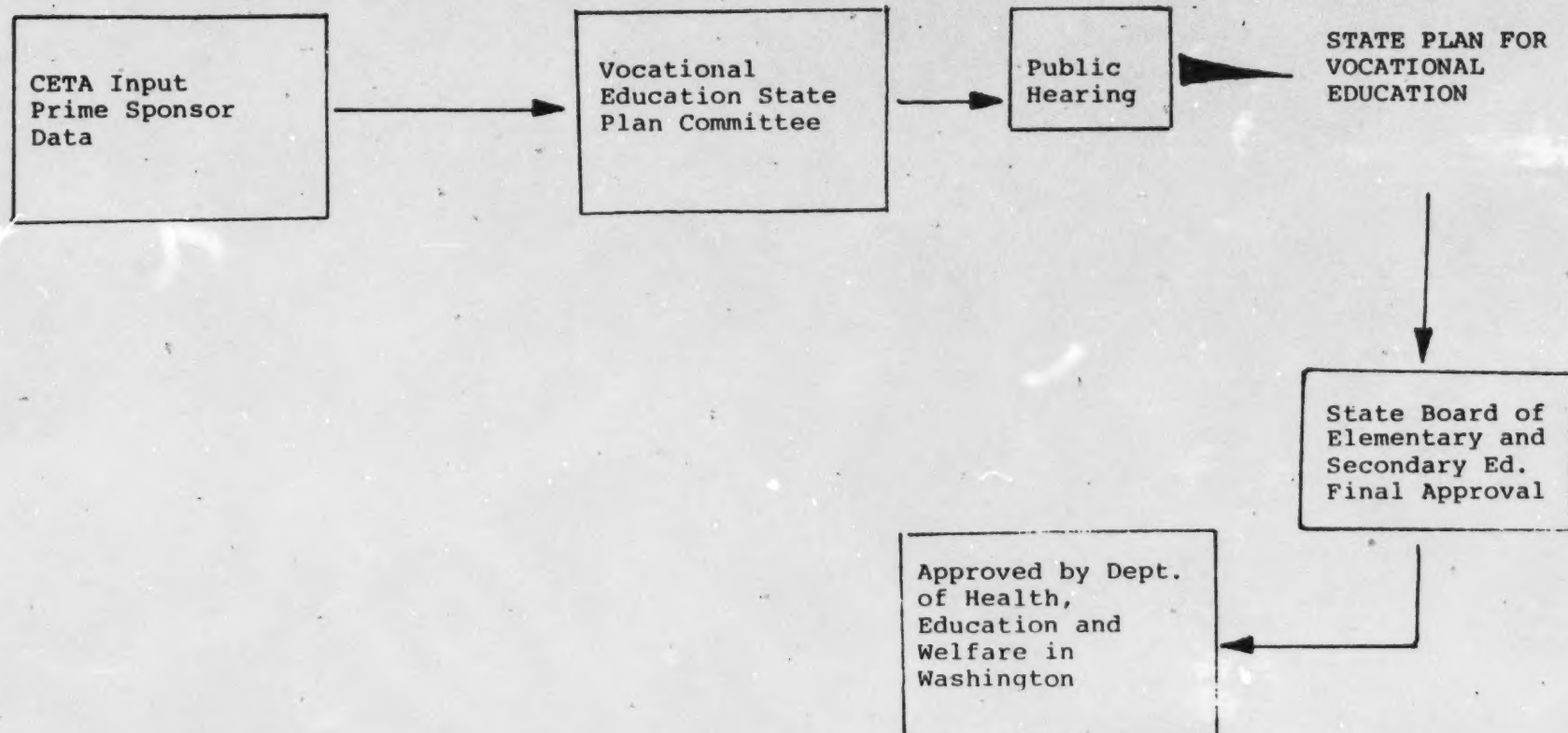
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VOCATIONAL EDUCATION FUNDS

FLOW CHART



VOCATIONAL EDUCATION PLANNING AND CETA INPUT



VOCATIONAL EDUCATION

ITS INSTRUCTIONAL PROGRAM AREAS

1978-1979

- . AGRICULTURAL EDUCATION
- . DISTRIBUTIVE EDUCATION
- . HEALTH OCCUPATIONS EDUCATION
- . HOME ECONOMICS EDUCATION
- . INDUSTRIAL ARTS EDUCATION
- . OFFICE EDUCATION
- . TECHNICAL EDUCATION
- . TRADE AND INDUSTRIAL EDUCATION

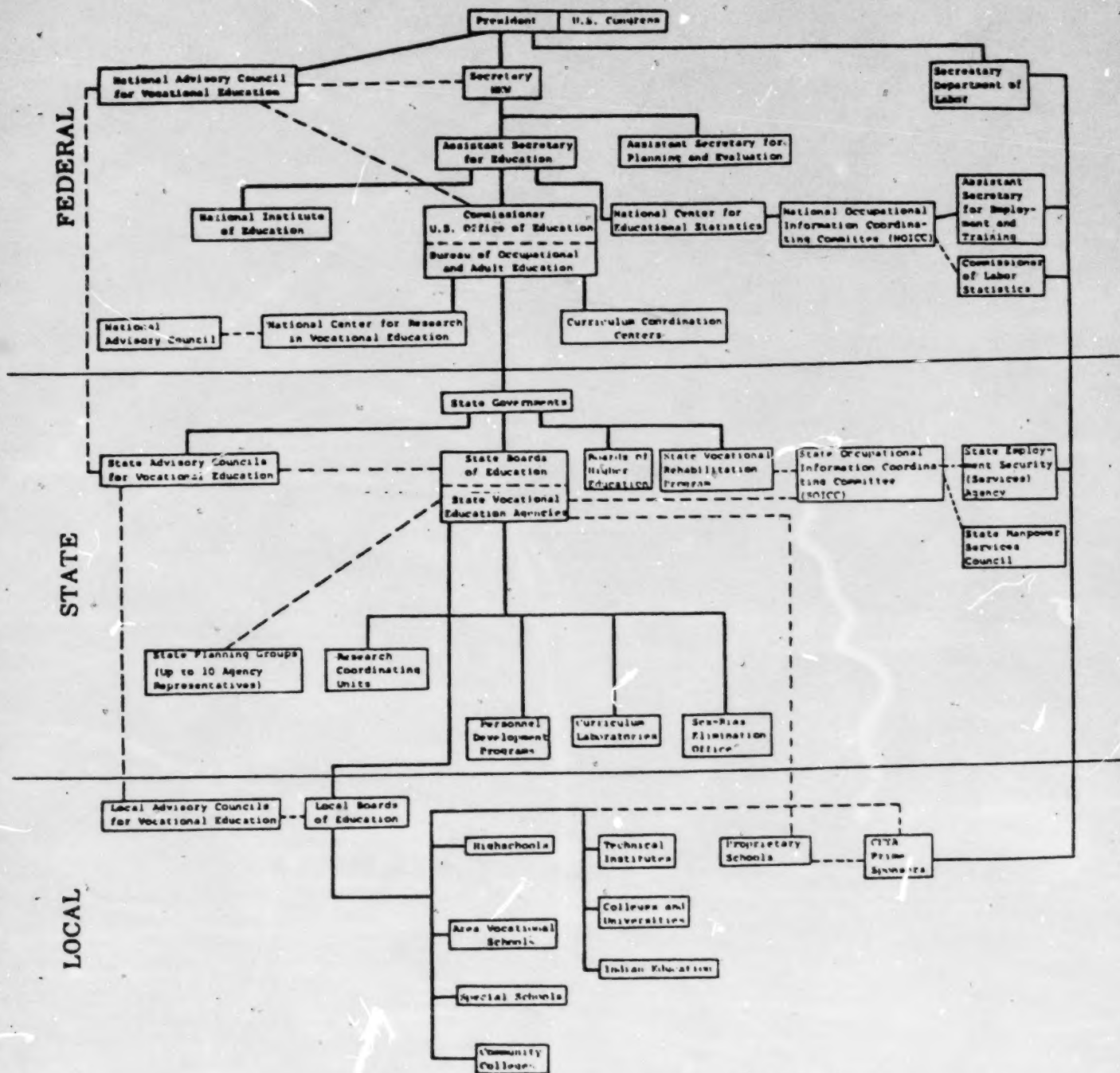
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ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS

BY LEVEL, STATE OF LOUISIANA 1974, 1978

<u>LEVEL</u>	<u>1978</u>	<u>1974</u>
Enrollees - Total	259,385	193,929
Secondary	162,962	135,306
Exploratory Industrial Arts	41,968	
Post-Secondary	NA	23,621
Adult	54,455	35,002
Persons with Special Needs	(2,047)	(1,181)
Disadvantaged	(100,258)	(73,816)
Handicapped	(14,692)	(2,002)

National Vocational Education Programs in the Public Schools



FEDERAL FUNDS FOR VOCATIONAL EDUCATION 1977-78, AS EXPENDED IN

REGARD TO P.L. 94-482

<u>Section 120</u>	<u>Expenditures</u>
A. Vocational Education Programs	\$ 1,180,295
B. Work Study	152,378
C. Cooperative Education	326,762
F. Sex Bias	16,496
G. Stipends	-0-
I. Industrial Arts	10,000
J. Support Services for Women	-0-
L. Displaced Homemakers	5,000
N. Administration	489,090

<u>Set Asides</u>	
1. Handicapped	808,748
2. Disadvantaged	1,593,568
3. Post-secondary and Adult	3,686,555

<u>Section 130</u>	
1. Research	123,334
2. Exemplary	51,200
3. Curriculum Development	15,919
4. Guidance and Counseling	426,193
5. Pre-Service and In-Service	281,446
6. Sex Bias Education	7,500

Section 130 (Continued)

7. Research Coordinating Unit	(47,078) *
8. State Administration	122,272

Set Asides

A. Handicapped	191,248
B. Disadvantaged	449,825
C. Post-Secondary	337,388

<u>Section 140 - Disadvantaged</u>	377,201
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<u>Section 150 - Consumer and Homemaking</u>	725,155
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1. Administration	35,403
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*Included in State Administration, Section 130

DEFINITIONS

Act means the Vocational Education Act of 1963, Public Law 88-210, as amended by Title II of the Education Amendments of 1976, P.L. 94-482, 90 Stat, 2168, 20 U.S.C. 2301 et seq. (Secs. 101-195, 20 U.S.C. 2301 et seq.)

Administration means activities of a State necessary for the proper and efficient performance of its duties under the Act, including supervision, but not including ancillary services. (Sec. 195 (20); 20 U.S.C. 2461.)

Adult program means vocational education for persons who have completed or left high school and who are not described in the definition of "post-secondary program," or who have already entered the labor market, or who are unemployed. (Sec. 110(c); 20 U.S.C. 2461.)

Ancillary services means activities which contribute to the enhancement of quality in vocational education programs, including activities such as teacher training and curriculum development, but excluding administration (except in consumer and homemaking education under Section 150 of the Act). (Implements Sec. 195 (20); 20 U.S.C. 2461.)

Area vocational education school means:

- (a) A specialized high school used exclusively or principally for the provision of vocational education to persons who are available for study in preparation for entering the labor market;
- (b) The department of high school used exclusively or principally for providing vocational education in no less than five different occupational fields to persons who are available for

study in preparation for entering the labor market; or

(c) A technical or vocational school used exclusively or principally for the provision of vocational education to persons who have completed or left high school and are available for study in preparation for entering the labor market; or

(d) The department or division of a junior college or community college or university operating under the policies of the State Board which provides vocational education in no less than five different occupational fields, leading to immediate employment but not necessarily leading to a baccalaureate degree, if:

(1) The vocational programs are available to all residents of the State or an area of the State designated and approved by the State Board; and

(2) In the case of a school, department, or division described in (c) or (d), it admits as regular students both persons who have completed high school and persons who have left high school.

(Sec. 195 (2); 20 U.S.C. 2461)

CETA means the Comprehensive Employment and Training Act of 1973, P.L. 93-23, 87 Stat, 839, as amended.

Commissioner means the U.S. Commissioner of Education or the Commissioner's designee.

(Sec. 195(5); Sec. 421(a) of GEPA; 20 U.S.C. 2461.)

Construction includes:

- (a) Construction of new buildings;
- (b) Acquisition, expansion, remodeling, and alteration of existing buildings;

Cooperative education means a program of vocational education for persons who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

(Sec. 195 (18); 20 U.S.C. 2461.)

Curriculum materials means materials;

- (a) Covering instruction in a course or series of courses in any occupational field; and
- (b) Designed to prepare persons for employment at the entry level; or
- (c) Designed to upgrade occupational competencies of those previously or presently employed in any occupational field.

(Sec. 195(19); 20 U.S.C. 2461).

Disadvantaged means:

- (a) Persons (other than handicapped persons) who:
 - (1) Have academic or economic disadvantages; and
 - (2) Require special services, assistance, or programs in order to enable them to succeed in vocational education programs.

(Sec. 195(6); 20 U.S.C. 2461.)

(b) Academic disadvantage for the purposes of this definition of "disadvantaged," means that a person:

- (1) Lacks reading and writing skills;
- (2) Lacks mathematical skills; or
- (3) Performs below grade level.

(c) Economical disadvantage, for the purpose of this definition of "disadvantaged," means:

- (1) Family income is at or below national poverty level;
- (2) Participant or parent(s) or guardian of the participant is unemployed;
- (3) Participant or parent or participant is recipient of public assistance; or
- (4) Participant is institutionalized or under State guardianship

(Interprets Sec. 195(16); 20 U.S.C. 2461.)

Eligible recipient means:

- (a) A local educational agency, or
- (b) A post-secondary education institution.

(Sec. 195(13); 20 U.S.C. 2461.)

Handicapped means:

- (a) A person who is
 - (1) Mentally retarded;
 - (2) Hard of hearing;
 - (3) Deaf;
 - (4) Speech impaired;
 - (5) Visually handicapped;
 - (6) Seriously emotionally disturbed;
 - (7) Crippled (orthopedically impaired); or

- (8) Other health impaired person including a person who suffers from learning disabilities to the extent the disability is a health impairment; and

(b) Who, by reason of the above:

- (1) Required special education and related services, and
- (2) Cannot succeed in the regular vocational education program without special educational assistance; or
- (3) Requires a modified vocational education program.

(Sec. 197(7); Sec. 602 (1) of the Education of Handicapped Act; 20 U.S.D. 2461; 20 U.S.C. 4001.)

HEW means the Department of Health, Education, and Welfare, (42 U.S.C. 3501.)

Industrial arts education programs means those education programs:

(a) Which pertain to the body of related subject matter, or related courses, organized for the development of understanding about all aspects of industry and technology, including learning experiences involving activities such as experimenting, designing, constructing, evaluating and using tools, machines, materials, and processes; and

(b) Which assist individuals in making informed and meaningful occupational choices or which prepare them for entry into advanced trade and industrial or technical education programs.

(Sec. 195(15); 20 U.S.C. 2461.)

Institution of higher education means institution of higher education as defined in section 1201(a) of the Higher Education Act.

(Sec. 1201(a) of the Higher Education Act, 20 U.S.C. 1141(2).)

Local educational agency means:

(a) A board of education (or other legally constituted local school authority) having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision of a State; or

(b) Any other public educational institution or agency having administrative control and direction of a vocational educational program.

(Sec. 195(20); 20 U.S.C. 2461.)

Low-income family or individual means families or individuals who are determined to be low-income according to the latest available data from the Department of Commerce.

(Sec. 195(17); 20 U.S.C. 2461.)

National Advisory Council (NACVE) means the previously existing National Advisory Council on Vocational Education which is continued by section 172 of the Vocational Education Act.

(Sec. 195(14); 20 U.S.C. 2461.)

Post-secondary education institution means a nonprofit institution legally authorized to provide post-secondary education within a State for persons sixteen years of age or older, who have graduated from or left elementary or secondary school.

(Sec. 195(12); 20 U.S.C. 2461.)

Post-secondary program means vocational education for persons who have completed or left high school and who are enrolled in organized programs of study for which credit is given toward an associate or other degree, but which programs are not designed as baccalaureate or higher degree programs.

(Sec. 110(c); 20 U.S.C. 2310.)

School facilities means:

(a) Classrooms and related facilities (including initial equipment) and interests in lands on which such facilities are constructed.

(b) School facilities does not include any facility intended primarily for events for which admission is to be charged to the general public.

(Sec. 195(3); 20 U.S.C. 2461.)

Secondary program means vocational education for persons in high school (span of grades usually beginning with grade 9 and ending with grade 12).

(Implements Sec. 101; 20 U.S.C. 2301.)

Secretary means the Secretary of Health, Education, and Welfare.

(Sec. 195(6); 20 U.S.C. 2461.)

State includes:

- (a) The 50 States;
- (b) The District of Columbia;
- (c) The Commonwealth of Puerto Rico;
- (d) The Virgin Islands;
- (e) Guam;
- (f) American Samoa, and
- (g) The Trust Territory of the Pacific Islands.

(Sec. 195(8); 20 U.S.C. 2461.)

State Board means the State board designated or created by State law as the sole State agency responsible for:

- (a) The administration of vocational education, or
- (b) Supervision of the administration of vocational education in the State.

(Sec. 195(9); 20 U.S.C. 2461.)

State educational agency (SEA) means:

- (a) The State board of education; or
- (b) Other agency or office primarily responsible for the State supervision of public elementary and secondary schools; or
- (c) If there is no such office or agency, an office or agency designated by the Governor or by State law.

(Sec. 195(11); 20 U.S.C. 2461.)

Vocational Education means organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree; for purposes of this paragraph, the term "organized education program" means only:

(a) Instruction related to the occupation or occupations for which the students are in training or instruction necessary for students to benefit from such training; and

(b) The acquisition, maintenance, and repair of instructional supplies, teaching aids and equipment.

The term "vocational education" does not mean the construction, acquisition, or initial equipment of buildings, or the acquisition or rental of land.

(Sec. 195(1); 20 U.S.C. 2461.)

Vocational instruction means instruction which is designed upon its completion to prepare individuals for employment in a specific occupation or cluster of closely related occupations in an occupational field, and which is especially and particularly suited to the needs of those engaged in or preparing to engage in such

occupation or occupations. Such instruction may include:

- (a) Classroom instruction;
- (b) Classroom related field, shop, and laboratory work;
- (c) Programs providing occupational work experiences, including cooperative education and related instructional aspects of apprenticeship programs;

(d) Remedial programs which are designed to enable individuals to profit from instruction related to the occupation or occupations for which they are being trained by correcting whatever educational deficiencies or handicaps prevent them from benefiting from such instruction; and

(e) Activities of Vocational student organizations which are an integral part of the vocational instruction, subject to the provisions in Sec. 104.513.

(Implements Sec. 120(b) (1)(A); 20 U.S.C. 2330, 2461.)